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# National Parent-Teacher

THE ONLY OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

SEP 10 1937



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Children of All Ages, see pages  
14, 16.

Home and School Material, see  
pages 10, 14, 18, 22, 36, 45.

P.T.A. Problems, see pages 2,  
5, 14, 18, 36, 40, 42, 43.

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# National Parent-Teacher

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VOL. XXXII

No. 1

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### SEPTEMBER • 1937

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## OUR LETTER BOX

**E**VEN as Mr. Carroll's Walrus, we have decided that "the time has come . . . to speak of many things." And so, we invite you to unburden your souls. If there is an article you like, an opinion you don't like, an author you disagree with, we will be delighted to hear from you. Say what you like—with just one solemn admonition—say it briefly!

### THINKS RECIPE VALUELESS

I have read your article appearing in the July issue by Bertha Knapton on "Recipe for a Boy's Summer" with some misgivings. The idea of a club for boys no older than the ones she describes seems to me to imply the need of leadership and guidance. The fact that these boys gave a performance and used the money derived from it for the purchase of ice cream and candy illustrates that fact. True, the sum earned was small but it seems to me that there should have been some altruistic motive behind it such as an ice fund for the poor or a contribution to a milk fund or a contribution to the Red Cross—anything that would have meant something *real* to work for. Their activities are all really along the lines of a Boy Scout program without, it appears, the consideration usually given to character development other than that of a happy relationship between mother and children under an indulgent parent. I wonder about the value of such a recipe as she proffers!

—Mrs. Sarah Waterbury,  
Illinois.

### AN AUTHOR PLEASED

My compliments to your artist, Robb Beebe, who so unerringly sketched the club room. I forgot to mention that there is an unwritten law that none but club members are allowed to bring visitors to the club room. Never have I transgressed this law, yet when the boys saw this sketch they said accusingly: "When did you let him down

there?" And I had to do some fast talking to convince them that the sketch had been made from imagination. When convinced, however, their admiration knew no bounds.

Their reaction to the article was interesting. In a body, clustered together, they read it through. Then one of them said reproachfully,

"You never said a word about our stamp trading."

"Why didn't you mention our model airplane and bird nest collections?" asked another.

"I wish," still another, "that you'd told about our dog-washing scheme."

Dear Me! And I thought I'd been so faithful in recording their activities.

—Mrs. Bertha Phillips Knapton,  
Minnesota.

### THE MAY ISSUE

I read Fritz Redl's contribution in the May issue with a good deal of interest. I want to congratulate the magazine for allowing the parent-teacher relation to be sketched as it sometimes is, instead of being painted in rosy colors as we wish it were!

—Mrs. Alice Dougan Gass,  
California.

### CAMPAIGN URGED

I wonder if some time next fall you would be interested in taking up the subject of school books and library books in connection with children and their parents.

Every year books are more and more carelessly treated, damaged, lost, kept over time as well as walked off with, never to be returned.

And the worst of it is, some of the parents care as little as the children! They do not teach them to respect this public property, to return books on time, to honor fines when they are due, or even return books at all.

This problem is getting more serious every year, teachers and librarians doing their best to combat it, but what can we do? Is it possible to wage a

campaign against this evil, to get mothers interested in *not* putting library books away in the closet or up in the attic where their offspring cannot possibly find them? Is it possible to get them interested in teaching children to be responsible for this public property and not to want to cut a hole in a magazine if one's back is turned?

—A Librarian,  
Massachusetts.

### NO HINTS OF WHAT'S HAPPENING

Since I became a subscriber, I have read your magazine with mounting dismay. How to Feed, How to Discipline, How to Have Hobbies—shouldn't a national organ lead, and not lag behind somewhere in the pre-depression era?

The local P.T.A.'s I know are vital, active groups, courageously meeting America's urgent new problems: unemployment, rising cost of living and rents, closing down of schools, and curtailment of WPA with its thousand-and-one community achievements. Your P.T.A.'s need help on these matters, NATIONAL PARENT-TEACHER!

The time has come, it seems to me, when we must summon all the forces which protect youth in every community, to *study together with them* how to keep our country from fascism and war, so we'll not be caught like the bewildered people of Italy and Germany. Most organizations show signs of advance on this program of preserving and extending our democracy. Your local associations are such a force, and are doubtless in touch with others. Won't you get their suggestions, work with them, hunt out material which will help them? They deserve the best you can give.

—Mrs. E. S. C.,  
New York.

### A REAL HELP

I want to tell you how much I enjoyed Eleanor Hunter's article in the August issue. "The Boy Who Would Be a Man" was a fine article, and so true! I am passing it on to friends of mine.

—Mrs. L. M.,  
Connecticut.



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# The President's Message

## Youth Out of School

**V**ACATION days are over.

Bells ring, school doors are flung wide, and young America begins its myriad adventures, shuttling back and forth, back and forth, ceaselessly between home and school. Young America is thus weaving together the home and the school and the community, forming the fabric of democracy.

But this year, as in each preceding year, there is a vast host of young people who do not return to school. They hear the bells and see the open doors—some with a sense of welcomed freedom for new adventuring, some with disappointment that school is denied them, others with that momentary brief touch of nostalgic regret which is part of growing up. For them, school days are over.

Parents, teachers, adults everywhere are greatly concerned—and wisely so—with their task of providing service, guidance, and opportunity to these out-of-school young people. Meantime youth, unquenchable in its eagerness for living and inexhaustible in its powers for creating and enduring, is finding before it for its own capturing one of the choice moments of all the ages.

In this brief moment which is peculiarly its own, today's youth is shifting the emphasis made by previous generations from the ideal of the individual at work for work's sake to the new ideal of the individual engaged in creative leisure for the sake of the group. Youth today finds some of the real compensations of life in working not merely under compulsion but also in freedom, knowing the joy of the craftsman who creates for the joy of creating and not alone for a livelihood. The economic questions of employment and life-work for these out-of-school young people enlist the combined and continuing efforts of all, old and young, for their solution. But even while we seek the answer, youth comes forward to meet its moment with courage and optimism transmuting its plight of unemployment into a social and cultural asset—a golden opportunity to change the thinking and the doing of its own and succeeding generations.

Young America hears the bells and sees the open doors; and those who cannot enter turn to their own self-imposed and thrilling task of finding their places in life and their work, but even more in the leisure of a true democracy.

*Frances S. Pettengill*

President,  
National Congress of Parents and Teachers.



# GETTING ACQUAINTED

Dorothy Canfield Fisher



Illustrations  
RUTH STEED



"Consider the baby, roaring with cosmic joy as he drops one object after another over the edge of his crib."

**M**ANY a parent, reading aloud to his children, must have felt a pang of recognition when he came upon the old legend in *The Wonderful Adventures of Nils*. There were once three famous smiths, you remember, who held a contest. The first smith turned out nails in less time than had ever been done before. The second, however, made his nails in the same time and so beautifully, so exactly alike that all acclaimed him the winner. The third smith seemed beaten. But, seizing his hammer, he laid the iron on the anvil and, working with the speed of light, he hammered his nails out of the cold iron without a fire and so won the contest. Oh, yes, we parents know that smith well! How many times have we not been in his shoes, desperately working against time to create something out of nothing, to evolve totally new methods, in the innumerable situations where the traditional ones will not do?

How, for example, can we be sure that our child learns what he should in his encounters with his physical

environment? Without considering on its merits the traditional *laissez-faire* method of the good old days, it will evidently no longer serve our purpose because those particular good old days have disappeared as completely as stage coaches and hoop skirts. Even if we wished to bring up our children without thinking much about it, as our great-grandmothers did, we no longer have the excellent, if accidental, educational plant of the old home, complete with limitless space of field and brook and orchard, and a small army of hired help and unhired aunts, resident grandmothers, great-uncles, and spinster cousins, all engaged in simple, understandable, material tasks interesting to boys and girls, and all sufficiently part of the family to be trusted to keep an eye on the children.

The other method, now old enough to be called traditional, is that worked out by the students of child psychology and used by our modern nursery schools. But this is of scarcely more use, since in the nature of things a school has a staff and equipment out

of the reach of a private family. Even if we could by a miracle provide full nursery school equipment in the home, the effect of such a wealth of personal possessions for the use of one child would be likely to do more harm than good. But after all, we parents are not so naïve as to believe that somewhere in the world is an easy plan which will tell us exactly how to bring up our children. Nor so helpless as to need one. If we can once get a general direction, so that we may set our course, we know that we are self-reliant and resourceful enough to manage the details of the journey by ourselves.

Well, then, where are we going in this business of teaching our children what they ought to know about the physical universe? What is it we want them to learn? Fundamentally, we want them to *understand* it, don't we? In order that they may learn to control it. Individually we may want our children to be strong, or skilful, or good ball players, or musicians. But as members of the human race we know that they must find out—for themselves—the *unalterable laws of cause and effect*. Unless they learn to base their actions on that fundamental knowledge, they may not live to grow up at all (no matter how carefully we protect them), let alone become useful and happy members of society. Above all, we must not let them continue to harbor the baby idea (tragic and absurd error of children who have had too much parent in their cosmos) that mothers and fathers can control cause and effect. I cannot forget the incredulous alarm I felt when a big child of fourteen, visiting our home, begged with all her heart in her voice to be allowed to ride on the curving canvas top of an old touring car, supported only by light bentwood ribs which would not have held

# WITH HIS WORLD



## **This Is the First Article in the Parent Education Study Course: The Young Child in the Family. An Outline for Use in Discussing It Appears on Page 42**

a baby's weight even if there had been anything to hold on to. "Oh, do let us!" pleaded the fourteen-year-old who was studying Latin and algebra and American history. "Do! Do!" Gazing into her coaxing, imploring eyes I perceived that she sincerely thought that whatever an older person would allow her to do would be possible to do, and that her test for the feasibility of an action was whether she could get permission to undertake it.

**T**HAT, of course, is perhaps the one most dangerous delusion young people can have. They should begin, as soon as they are able to sit up in their high chairs, to be aware of the ex-

istence of the unalterable law that has nothing to do with their parents' wishes or commands, because it is under that law they must always live. This means that it is up to us to provide for them an environment rich in the kind of objects which will teach them the law of cause and effect, objects sufficiently varied to keep their curiosity and interest alive and growing, and—above all—an atmosphere around them of genuine interest in their learning—not "how to behave" but how to understand the nature of things. If their parents really feel this interest they need never fear intellectual stagnation for themselves.

First, they should have the right

kind of environment. Our children's toys and playthings should always be chosen in the light of this general principle. As far as possible they should be simple, that is, things which behave in accordance with the nature of things. Many toys are made to sell—to adults—just because they seem to escape the law of cause and effect. We grown-ups are charmed by balls which roll magically back to us, spring-winding cars that don't have to be pushed, and gas balloons that defy the law of gravity. But these are confusing to little children still trying to find out "how things work." The little boy who explained, "I took it apart to find out what made it go and somehow, Mother, I don't seem to be able to put it back together again," was passing the judgment of childhood on "gadgets." What he needed was something whose working was so obvious he didn't need to take it apart, and whose (Continued on page 24)



**"This baby needs: wagons and blocks and simple trains; water that wets and runs away to nothing; dry sand that spills, wet sand that molds; and wood that goes whack and stays put."**

# THEY QUARREL ALL THE TIME!

Dorothy Blake

Illustrations  
ALICE HARVEY



"The final scene is usually when Mary stops her work to come in and settle whatever the trouble is this time. The plane is discovered carefully put away in the dining-room cupboard."

**T**HE Atwoods have a charming house—but we seldom go there. Rugs and draperies, cushions and odd bits of foreign pottery, growing plants, fresh flowers are blended in a harmony that is beautiful and restful. Mary has made a study of combining colors and materials and has put her sensitive imagination to work in creating beauty. Beauty of material things and ugliness of human relations. That is why we don't go there more often.

The children quarrel all the time!

George is twelve and Anne is fifteen and their mother sighs wearily, "Just the adolescent age—and they're so different!" As though people, young and old, haven't always been different. As though, throughout the ages and in every place and language, there had been no adolescent period. The great advantage being, in a more simple existence, that nobody knew it. Whoever invented that phrase should go down in history, along with the inventor of measles, as one of the greatest malefactors of mankind.

George comes into that lovely house and begins to look for his latest model plane. It isn't on the table where he left it! It isn't anywhere in sight and he's in the dickens of a hurry to show it to one of the boys.

"Bet Anne busted it!" he shouts angrily.

"I did not!" Anne also shouts, from the corner of the davenport where she is busy trying to arrange her long, graceful legs à la Dietrich.

"Stop that quarreling!" calls their mother from the kitchen. "I have a nervous headache already and it's getting worse."

"Well—I bet she did! She never leaves my things alone!"

There is muttering, like low and ominous thunder, from the living-room. Sometimes there are tears and a slammed door. The final scene is usually when Mary stops her work to come in and settle whatever is the trouble this time. The plane is discovered carefully put away in the dining-room cupboard.

"Some of the girls were coming and I didn't want your messy plane around!" says Anne in a tone so superior that even a worm would arch his backbone—if he had one. George is no worm and the excitement starts again.

"It isn't messy—it's the newest model bomber—and it cost fifty cents. Your old girls haven't sense enough to know a swell plane when they see one. I wouldn't let them see mine! Not if they paid me a million dollars!"

"Fat chance!"

"Stop that quarreling!" orders their mother frantically. But she doesn't really mean it and they know it. So many of us parents don't seem to mean what we say half the time. We just sound off like a factory whistle when the steam pressure becomes too great. We blow off in a great explosion of nerves and exasperation and then the sound dies away and nothing has happened after all. The children don't really mind it. It sort of adds dramatic thrill to life.





Now, Mary wouldn't tolerate a shoddy piece of material in her house. She wouldn't think of allowing a clashing bit of color in any of its rooms. She plays the piano with an ease and a feeling for harmony that are soothing and lovely. Yet half the time the atmosphere of those exquisite rooms is electric with battle.

**G**EORGE adores his sister to the bottom of his loyal boy's heart. Let any of the fellows pass a wisecrack, even in joke, about her and he is up and at 'em. Anne often boasts to her friends that her brother is the smartest and the best kid—for his age—in town.

Yet, from outside appearances, you'd think they hate each other at times. Why?

Because discourtesy between them has been allowed and even encouraged for years and years until has become a habit. Their father has always said tolerantly, "Let them alone, Mary. Let them fight it out. Kids always fight!" At least he talked this way after dinner when the contentment of a good meal had soothed his nerves. Then again he too would flare up in sudden nervous anger and tell them to pipe down; that he was entitled to a little peace around the place. Their mother varied between irritation and forceless commands in the rôle of buffer between them, when she tried to side with both and satisfied neither. Never once have those children been given the idea—and they are unusually intelligent children, too—that family fighting is low class. They have never seen constant and daily courtesy between their parents nor between their parents and themselves. Yet, in their meals, only the best has been cooked and served. The table is set as carefully with nice china, fresh linen, artistically arranged flowers, as though honored guests were expected.

Their mother is very particular that

Anne's clothes and her own shall be of good material and in good taste. Their father has impressed on small George the fact that a gentleman is clean and well-groomed around his own home. Don't we all have our blind spots when it comes to being consistent about running our lives? Not that even the bickering and unkind remarks would matter so much in the long run because life, beyond childhood, has a way of lopping off the rough places. It wouldn't matter so much if the Atwoods were happy—some people love to fight and seem to go on indefinitely in a perpetual warfare. But this family doesn't even enjoy it! They are a high-strung, sensitive lot and each has an individuality that is distinct and needs quiet and (Continued on page 28)

"The model planes of the ten-year-old adorn the mantle in a straggly row. The paper dolls of the six-year-old often dance along the top of the davenport. But there is never any quarrelling!"





# APPROACHING

**W**HEN I was asked to write this article I thought of it as the child's approach to school; on thinking about it, the mother's approach has seemed to be the matter of first importance. The mother's attitude will largely determine how the child feels and behaves. For example, here is the case of a child of five who had severe tantrums when she was taken to kindergarten. She proved quite unmanageable and the principal sent her home with her mother until the matter could be studied by the mental hygienist attached to the school. It appeared that the child had been brought to school on that particular Monday morning because she had "tormented" her parents all day Sunday to be allowed to go. She wanted, however, to enter the first grade, not the kindergarten, and when the principal sent her to the kindergarten, because of a previous record of ill health, the tantrums were her protest. Her mother explained the whole episode on the score of Dorothy's "nerves," freely discussed before Dorothy. She kept presenting the child with decisions which she and not the child should have made, such as: "Will you go to the kindergarten?" "Will you come back to school tomorrow?" Obviously, the mother's approach to the situation would have to be changed before a satisfactory adjustment could be worked out with the child.

This is an extreme case, but how about ourselves? Your child is going to school this autumn; how do you feel about it? Have you that terrible lost feeling of some necessary, organic part of you about to be removed; or are you looking forward to this change as meaning new opportunities both for you and for your child? How do you talk about this new experience? Is it "I'm losing my baby," or "Here's the next step in this exciting business of growing up"?

Going to school is indeed a major crisis in the child's development; his unified world is broken into two hemispheres, and he swings between them, finding his place in the new

strange world, and remaking his relations to the safe, familiar world from which he makes his first big sortie into the unknown. For the child's mother the crisis is scarcely less, for she is suddenly bereft of the occupation which has largely determined her life for the preceding years. It is sweet to depend, but it is also sweet to be depended on, and the beginnings of emancipation have their pangs. Yet this is the first of many separations, and to learn to accept and use the occasion is highly important for us as parents—first, because our attitudes will largely determine the success or failure of the child's adjustment; and second, because the soundness of our own personal life depends on our ability to come to terms with just such shifts in relationship.

Desirable attitudes, whether in ourselves or in others, are usually built up, not merely by wanting or resolving to feel and act in certain ways, but by considering carefully any situation and then selecting certain specific ways of behaving in relation to it. The approach to school, in both parent and child, is best built up through definite things seen and done. I should like to suggest certain areas of decision which parents should face, along with further ways by which these decisions may be interpreted to the child so that he learns to share in them wholeheartedly.

**FIRST** comes the *choice of a school*. Sometimes this is a foregone conclusion, but in other instances there is need for a careful weighing of alternatives. I recall one mother who was concerned about her child because of a slight physical disability. She listed all the possible schools, public and



"Going to school is indeed a major crisis in the child's development;

# SCHOOL

Helen Bott

Illustrations  
CHARLES D. WILLIAMS



private, and visited them in turn, meeting the teachers, finding out about fees, play facilities, the general type of instruction, the kind of children who were in attendance. When she had lined up all these findings on paper she took them to her husband as a basis on which they could discuss and evaluate possible choices. It is seldom that all ideal requirements can be met; something usually has to be sacrificed, and the family scale of values must determine what is most important. It seems to me that increasingly I see young couples, often of limited means, who are willing to sacrifice in order that their children may go to progressive schools.

When this same willingness to pay for education infects the community at large we may hope for still greater advances than our public schools have made in the past. Those of us who adhere strongly to the democratic tradition in education usually feel that our children should go to the schools which the state provides. This should not, however, be a matter of putting up with what is offered, but should rather mean that intelligent parents are increasingly interested and responsible for the public school system. This may be translated into willingness to serve on boards of education, to work in parent-teacher associations, to keep abreast of educational ideas—in other words, really to take responsibility for education. The most promising educational experiments today seem to be those within the regular system where parents are being motivated to take an active part, under competent leadership, in the plan of education to which their children are exposed.

I take responsibility for the school to which I am going to send my child,

first of all, by getting to know it—not in any perfunctory way but by really getting acquainted with the teachers, with the physical surroundings, with the types of activity engaged in, with the social and economic background of the community which the school serves. In assessing these, two things seem to me to be of primary importance. I would be concerned first of all about the kind of friendships which my child is likely to make. Is the teacher who governs the little world of the schoolroom an interesting person? Will she stimulate and intrigue and liberate the mind of the child I am entrusting to her care? Will she give him sympathy, understanding, and a sense of security? Heretofore, the home has set the child's standards of value; it is high time that he get another mature person's slant on the world in which we live. I don't want this to be identical with mine, but I want it to reinforce and throw into relief what he already has. I want, above all, a sense of happiness and purpose to radiate from the person who now shares with me the task of guiding my child's development.

**T**HE corollary of all this is plain, though I have not always lived by it. If a teacher is so important, I shall want to know her in order that I may give her the best of my experience just as I expect that she will give the best that she has to my child.

Then, too, I shall be interested in the friends my child makes, and in the homes they come from. It is important for him to learn to know and like all kinds of children, especially those with tastes and interests different from his own. At the same time, I don't want him to have to shed too many friendships by reason of divergent interests as he grows older. I would like to feel that he carries from stage to stage some of the friendships formed in these early years. In a community where parents are friends, the opportunity for persisting friendships is greater than



his unified world is broken into two hemispheres"



where association is limited to the school itself. A network of social relations through the community can thus underlie many of the school's activities, building up morale in the school constituency.

In addition to these human values, I shall be deeply concerned about the kind of activities which will be engaged in at school. Will the children be chained to desks or will they be allowed to move about as their work demands? Will they have to be quiet or will they be allowed to talk reasonably in relation to what they are doing? Will they be given only "book work" or will they be taught to use their heads through their hands? Will

ond, that of *increasing responsibility*.

Shock has its uses in learning but in the main an easy, unhurried acquaintance with new surroundings makes a more favorable beginning. The child may be taken to school to visit, or he may meet the teacher in the familiar setting of his own home. I remember years ago in a country school how a strange face would occasionally appear, a tiny child under the protecting arm of an older brother or sister. For a half day or so he would sit, shy and round-eyed, watching the strange doings of this new world, undisturbed except for the admiring attentions of the other children or the friendly inquiries of the

preparing to go to school, said to his mother, "Do you think she (the teacher) will hit me the first day?" This shows how the teacher's rôle was thought of in that community, and presumably the home in question was quite prepared to reinforce the sanction of the "big stick." Instead of dreading or thinking casually of school, children may learn through our attitudes to think of school as the entrance to new and rich experiences. We do not need to labor the point, but as much by what is implied as by what is said we can give the child a sense of privilege—a true appreciation of the great gift of learning.

Privileges have their correlatives in responsibilities, and increased responsibility is the seal of development. In the face of school the child's routine should be thought through with him and adapted to meet the needs of school. Early bedtime to compensate for the initial strain of regular work, prompt rising to be ready without hurry and confusion, promptness for meals on the part of both the school child and the household—all these points may be dealt with cooperatively by all members of the family in consultation. These are the things which either make for smooth-running or defeat us in family life. The child may get a sense of dignity and importance if he realizes that these things are not required of him willy-nilly but that he is given a part and expected to discharge faithfully certain plain duties in relation to the family situation. As the routine is adapted to his needs, so he is to play his part. He will be expected to show a new sense of independence in respect to his person, his property, and his actions. His new-found freedom may go to his head at first, but patience and a humorous understanding of his difficulties will steady him to a new responsibility.

**A**THOROUGH medical check-up may well be a prelude to entering school. Unsuspected defects, such as eyesight, which call for special classroom attention, can be discovered in this way, and much effort and suffering avoided. If, on the other hand, the child is given a clean bill of health, he can go forward with added confidence. Cooperation with the school physician and nurse, and understanding of the purpose of their later examinations can be explained to the child in relation to the care which he has been accustomed to receive from his own familiar physician.

An important way to recognize and accentuate (*Continued on page 30*)

### **This Is the First Article in the Parent Education Study Course: The Child in School. An Outline for Use in Discussing It Appears on Page 43**

the activities be individual and competitive or will there be opportunity to learn social adjustments through cooperative effort? Will there be abundant occasion for physical development through games, physical training, supervised play? Will the work my child is asked to do point him toward the kind of life he lives outside school? These and more are some of the questions for which I shall be seeking an answer when I send my child to school.

But here, as with social relations, I shall not expect the school to answer independently of my efforts. I shall try to work cooperatively with teachers and other parents to find answers. Many communities are already attempting this. I think, for example, of the series of pamphlets issued by the parents of the Lincoln and Horace Mann Schools in relation to certain phases of adolescence. This same kind of cooperative understanding throughout the grades is what I would like to participate in as my contribution when my child goes to school.

**S**O much for my adjustment to the school situation. Let us look now at what may be done to prepare my child to accept and adjust himself to the new situation. Here I want to keep clearly in mind that I am dealing not merely with one novel situation but with a first major adjustment to the new and the challenging, which will set a pattern for all later reactions to novelty. Two principles seem worth respecting here—the first, that of *gradual accustoming*; the sec-

teacher as to her new pupil-to-be. Or, on that round of ceremonial visits in which the teacher sampled all the spare beds of the neighborhood, she would get a first acquaintance with the little children, rising crop of next year or the year after. One wishes that this friendly informality could be recaptured in our urban life.

Older children are often the most effective mediators between the new world and the old. I recall a young cousin who had, I suspect, suffered from her mother's well-meant solicitude in paving the way for her in school. When a younger brother reached school age, she insisted on taking charge. She took him to school, got him placed in the preferred room, arranged for his books at bargain prices, and finally advised him as to how to hold his own with the strange children. Whether we introduce the child or delegate this to another, consideration for the child's feelings should determine. We shall be concerned above everything else to give him the reinforcement and encouragement which will make him equal to a strange and demanding situation. We shall never commit the unpardonable offence of weeping or kissing him—or her—at parting. Sentimental gestures have lost their place in this modern world. We shall think always and foremost of how we can give the child confidence so that he can learn to do without our immediate presence, facing his own decisions and learning to act independently.

I suspect that children are prejudiced for or against school long before they go to it. One mouse of a child,



If you make it yourself, it's fun to eat it.



Nobody needs to feed me!



It's fun to feed your brother, too, and fun to serve yourself without spilling.



If you're almost three, you need a table and chair.



Plates with good protective edges are a great help.



He'll get it if you don't watch out!

## We're in Pictures

### HOW CHILDREN EAT

We Like to be comfortable when we eat.

We Like to have a plate with an edge to keep our food from bouncing out, a handle which fits our whole hand, and a spoon that's a little like a shovel.

We Like to feed ourselves.



"When Jimmie first put in an appearance, you and the grandparents had long talks about Jimmie's career."

## Vocational Guidance FOR YOUR BOY OR GIRL

**H**OW many mistakes did you make in the selection of a vocation? What are you parents doing to help your boys and girls select the correct subjects in high school and plan a life work? If you are like the majority of fathers and mothers, you have thrown away whatever good intentions you may have had and have turned the problem over to the school.

There was a time when you were tremendously interested; that was when Jimmie first put in an appearance. You and the grandparents had long talks about Jimmie's career. His father's people had been lawyers for generations, so, of course, Jimmie would follow in the hallowed footprints of his elders. That was the first and the last conference on educational guidance. Last week Jimmie came to you and said, "Dad, what subjects shall I select for this next semester of school?" You looked up from your evening paper in a disturbed fashion

**L. C. Turner**

Illustrations  
EDWARD POUCHER

and replied, "Well, what does your teacher think you should study?" Jimmie had not talked with the teacher and he didn't have any ideas along that line. The unfinished article in the paper was interesting, so you suggested that Jimmie hold the question in abeyance until the future. The question is still there.

The writer has been teaching in high schools for eighteen years. In that time, just five parents have come to school for a conference about subjects and guidance, and yet there are no other people who should know more about the qualifications of Jimmie than teacher and parents. There are not five professional guidance ex-

perts in the country who could help Jimmie more than teacher and parents working together. However, this opportunity is generally passed up by most parents. Perhaps you are saying that changing conditions make it of little importance that Jimmie choose any vocation; the real problem is "worthy use of leisure time." You might be right if it were not for the fact that the term "educational guidance" includes the choice of subjects for leisure time. The title of this article should have been "Educational Guidance," but if it had been, most of you would not have read it. The word "vocational" is a subhead of educational, which is the broader term but unhappily not the popular one.

**T**HERE are four agencies that can effectively give educational guidance—home, church, school, and state. This article is restricted to what the home can do to help the boy or girl



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**"It is possible for the home to help the child very much without interfering with the school machinery."**

■



**"Make arrangements with a friend who has an office to have her visit there for a full week."**

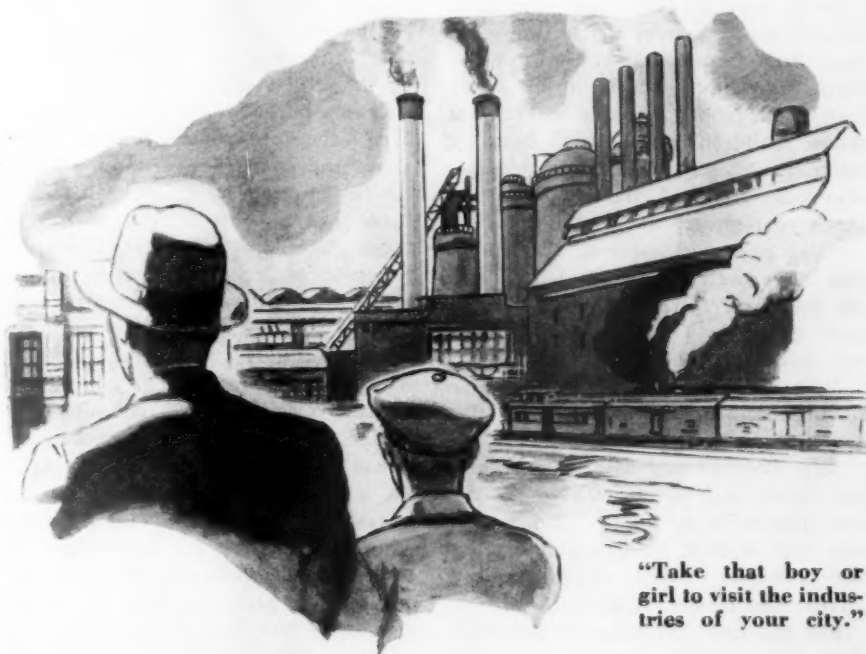
acquire correct habits and plan a well-rounded life.

First of all, what are you doing to help Jimmie find a hobby to ride? Let's investigate and learn how much this "hobby" has to do with choice of a life work. Here is a concrete example. A few years ago, the *American Magazine* printed the story of a young dentist in Cleveland that is a good illustration of what a "hobby" may lead to. This young man was graduated from the dentistry school of Western Reserve University in that city. He was started in business by his father and for a little while things went along fairly well. Then, after about a year, a black cloud appeared where his silver lining should have been. Patients did not come back. Who wants a sore molar worked on by a fellow who should have been a blacksmith but somehow got into the vocation of dentistry? Bills were not paid and there was trouble in the home. In describing his feelings, the young man stated that he often had to kick himself out of the front door in order to get down to work. If you have ever had to do that, you know that it is not conducive to good digestion. He also stated that he was perfectly willing to wash the dishes, carry out the ashes, mow the lawn, or do anything that would keep him away from that job of dentistry. Finally, someone suggested that he go to Cincinnati and talk with the dean of men in the engineering school. This man had helped many young men to iron out their vocational problems. Taking his last few dollars, he followed the advice. One of the first questions that was asked him was what he did in his spare time; what was his "hobby." He replied that he had a metal lathe fixed up in the basement of his house and that that work

was his best-liked hobby. The counselor then informed him that he should have thought of the solution of his own problem. If that was what he liked to do, he should be foreman in a factory that made tools and equipment for doctors, dentists, surgeons. He was given a letter of introduction to a man who ran such a manufacturing plant. In a few months the young man wrote back expressing thanks. He no longer had to kick himself out of the front door to get to work; he went early and stayed late and he didn't watch the clock. Life had a new meaning for him; like Babe Ruth, he was getting paid for doing what he liked to do anyway.

I am not suggesting that everyone can find the solution of his problem by seeking the service of some well-known guide. They are few and far

between and the chances are that 99 per cent of our young people will never get to talk to one. The point that I wish to make is that the solution of this problem came by way of the man's hobby or avocation. Then let us give more time to the stimulation of hobbies. If I were head of a high school there would be one hour or period in the day when, at the sound of the gong, boys and girls would be invited to go to certain rooms where teachers who saw the opportunity could lead students in the study of a "hobby." There would be dramatic clubs, camera clubs, stamp clubs, language clubs, nature clubs, bird clubs, debate clubs, etc. Academic studies would be forgotten and education developed where it ought to start. The scheme is possible and will work. (Continued on page 31)



**"Take that boy or girl to visit the industries of your city."**



"I had to tuck them in at night."

# Manners CHANGE

Clara B. Dean

Illustrations  
MARY C. HIGHSMITH

**A**LL year, save for three months of summer, I was mother-teacher to the younger children in the dormitory. I had to see that they did their home work and kept their rooms clean and their dresser drawers in order. I had to tuck them in at night and go to their rooms an hour later to see that they were not sleeping on the dolls they had taken to bed with them. I had to settle their squabbles and comfort them when they suffered from stomach ache or homesickness. I had to try to teach them to be honest and kind, and, at the very least, I had to teach them to be mannerly.

You may know, then, how good it was to have the summer free of responsibility. I looked forward to every moment of the better life at home, in my own home and in the homes of my friends. I was especially eager to be with children now that I could enjoy them without feeling any sense of duty toward them.

So I was amiable and uncritical when I stopped over in Baltimore to visit Julia Campbell. Julia was one of those who, having no children of her own, had found a group of friends whose children had become hers by adoption. Mae Thomas, Julia told me, was one of these friends who had three youngsters.

"Mae has read some of the things you have written," Julia said, "and she feels you will have much in common. She wants me to bring you to call some afternoon."

Julia was a poor one to hide her feelings and I could see there was something she had not told me.

Mrs. Thomas had said, "Come just any time," and so we went on a day that happened to be the maid's day out. Our hostess was surrounded by her children, Mary (nine), Jerry (five), and Buddy (three).

For the first five minutes the children stared while Mother talked. It

was pleasant tea-time talk and we would have felt at home had it not been for the staring, clinging children. Accustomed to children who were at ease with strangers, I felt uncomfortable for Mae's children and tried to talk with them, but they only shied away and clung to their mother, whose small talk flowed on and on.

At length Mary moved over to the piano bench a yard away from her mother. A tight little girl with black pigtails, she sat facing us with her sharp elbows on the piano back of her. The left elbow played a jangle of notes around high C and the right elbow came down hard on the bass. I looked for Mrs. Thomas to give Mary a certain pleasantly firm look that good mothers save for a time like this, but she was unaffected. She talked on. Mary could, by twisting her body, bang away with the two elbows alternately. She could and did, while we screamed above the "music."

Jerry picked up a half-eaten apple he found on the floor. Apparently he was the shyest of the children, for he was still staring while he ate.

Buddy pushed his mother to the far end of the davenport so that he might make the space between us a stage for his stunts. He stood on his head there, waving his bare feet in our faces. Through his legs I caught glimpses of his mother still talking to me, though I was so dizzy and deaf I could not hear what she said. Inevitably Buddy came down at last with his dusty feet in my lap (I was wearing a new dress of pale pink).

Mae Thomas was not apologetic. "Boys will be boys," her manner said. So, without an admonishing pat or word from his mother, Buddy tried again to stand on his head there on the davenport between Mae and me.

When the piano discords let up for a moment Mrs. Thomas made her one effort to arrange matters so that her

guests might be comfortable. "Don't you think, dear," she asked Mary, "that it would be pleasant out in the garden? I believe the boys would like to go with you."

Mary's "No" was like the bark of a peevish spitz.

Jerry, his apple finished, had remembered his talent. A harmonica at his mouth, he puffed and sucked out a deafening noise to accompany sister Mary at the piano.

Julia, who had been sitting across the room from Mae Thomas and me, had given up long ago. Shouting across the length of the davenport was difficult enough; there was no possibility of being heard across the room. I caught Julia's grimace, and sat on the edge of my chair ready to leave.

The noise stopped when I stood up and the children crowded around their mother, staring as they had when we came in. Mrs. Thomas put her hand on Mary's head.

"I'm so interested in children," she said. "I like to watch them develop."

**J**ULIA'S car had a soothing purr that was so good to our aching ears that we did not talk for the first mile home. Then Julia spoke.

"That was a bit worse than usual," she remarked. "When Mae is given notice she sends the children across the street to stay with her mother until the company has gone. . . . I thought you would be glad to see how children behave in a home where the mother is interested in children—likes to watch them develop."

"But that's unfair to the children," I stormed. "It's—"

Julia agreed. "Some day Mrs. Thomas will have to send her children away to mend their manners."

Yes, I had worked with such children. I knew just what the mother said when she brought them to the

# WITH THE TIMES

**"Manners can be made habitual by careful training; kindness, dependent upon sensitivity and judgment, must be motivated."**

teacher or camp director. "They have got beyond me. I do hope *you* will be able to straighten them out!" I knew, too, how the teacher or camp director felt about such "problem children." Sorry for them. Sorry that they would have to spend unhappy months, perhaps years, clashing with other children and with outwardly unsympathetic adults who had been made responsible for breaking those habits that should never have been formed.

The parent who believes that old methods can be improved will find en-

couragement in the many new attitudes we have acquired since we began a thorough study of the needs of children. We have learned that iron discipline is often more harmful than no discipline; that too many rules stop progress; that a child needs to grow as he, a person unlike anyone else, is capable of growing. But certain old practices have been justified by modern child study. Our parents thought that good habits were beyond price, and we are even more certain of that today. We have learned that it

is far better to bend the twig than to wait until we are forced to cut off the branch.

**T**HIS is particularly true in the teaching of good manners. The best way to make good manners habitual is to see that bad manners are not tolerated. Long before they are old enough to enter school, youngsters can be mannerly. Children are no less children because they know how to meet strangers, to listen courteously and respond without embarrassment, to practice good table manners, to give way, as hosts, to children of their own age, and to help Mother serve tea. Like the rest of us, children take pride in their social skills. They would rather be mannerly than not.

Good manners change with the years; perhaps it is that fact that has confused (Continued on page 28)



"Shouting across the length of the davenport was difficult enough; there was no possibility of being heard across the room."



# ALL THE PARENTS

Katherine B. Jaynes

■  
Illustrations  
ROBB BEEBE

"OH, Mother, *all* the girls' mothers let them stay out until three."

That old familiar chorus, "all the girls," rang in Margaret's ears. How often these youngsters played upon our sympathies by making us think that we were the only mother so cruel as to deprive her darling of the joys indulged in by the "other girls"! Margaret began to think.

In talking to Jane's mother recently she had been surprised to find that she, too, disapproved of the late hours kept by the "crowd." She turned over in her mind the other families which were involved in this particular group. All of them good substantial people, all of them well enough informed on

health habits for young people, to realize that two and three o'clock was too late for boys and girls of fourteen, fifteen, and sixteen to be getting to bed. She realized, too, that when a party started at ten o'clock, it was only reasonable to assume that it would be one before refreshments were served and the inevitable two or three before the party broke up. Margaret could not bring herself to the point of making Sally the martyr by insisting that she come home before any of the rest, but she did feel that as an intelligent mother she should be able to solve this problem.

As a result of this pondering, Margaret went to the high school parent-



"Madame Chairman," she said, "I am one of those mothers who have been considerably distressed by the hours which our young people are keeping."



"And to make it more convincing, the orchestra folded up its instruments, put them in their cases, and proceeded to go home."

teacher meeting the following Monday with a well-defined plan. As soon as the customary business was concluded and the president said, "Is there any more business to come before the meeting?" Margaret rose to her feet and began to speak.

"Madame Chairman," she said, "I am one of those mothers who have been considerably distressed by the hours which our young people are keeping. Surely it is not in harmony with the health standards set by the P.T.A. to allow children of fourteen to stay out until two or three o'clock every Friday and Saturday night, often rising early on Saturday to attend some class or to go on a holiday jaunt. I have talked to other mothers and they all seem to feel much as I do. But unless we have some organization on this subject we will make our children the social outcasts of the community, the 'wet blankets' who always break up the party early. Therefore, I move that the parent-teacher association of this school endorse twelve-thirty as the hour high school parties should end, and that a committee be formed to secure the cooperation of everyone who is in a position to bring this about."

**N**UMEROUS shouts of "Second" and an unexpected burst of applause followed the conclusion of her remarks; and when the chairman put the vote, the unanimous and enthusiastic "Aye"

left no doubt that Margaret had struck a common chord. The president appointed Margaret chairman of the committee, and named in addition Mrs. John Salisbury, Health chairman for the P.T.A., Mrs. Samuel Winslow, Recreation chairman, Mrs. Smith Phelps, Publicity chairman, and Mrs. Gordon Ross, a new member of the organization who had just completed a very successful term as president of the P.T.A. of the grammar school from which her son had been graduated the previous June. Before the meeting was over, Margaret set a time for the committee to meet at her home and formulate the plan of attack.

When the day arrived, Margaret had her campaign mapped out. It involved making contact with the country club, the parents, and all organizations giving parties for young people; and asking them to sign a pledge agreeing to begin parties for high school boys and girls at eight o'clock. Refreshments were to be served at eleven-thirty and the guests were to be sped on their way by twelve-thirty. The parents promised, in addition, to insist that their children be in the house not later than one. Mrs. Salisbury and Mrs. Winslow agreed to make the necessary calls, and Mrs. Ross and Mrs. Phelps took over the publicity.

When the neighborhood paper appeared the following Thursday, the

headlines were eagerly and somewhat resentfully read by the entire high school population. The article stated that the P.T.A. had gone on record as favoring the plan and listed the R.O. T.C. ball as the first to be run under the new arrangement. It went on to say that the country club had agreed to try it and if it was found to meet with the approval of the parents who were members, the club would continue to subscribe to it. Subsequent issues of the paper listed an increasing number of parents who endorsed the plan and agreed to do their part.

**N**O attempt was made to enforce the plan until at least one hundred parents had signed the pledge. Finally the night of the first trial came. Storms of protest could be heard from any group of young people. "What do they think we are, babies?" "It's an outrage! We should strike and refuse to go to the old party." But in spite of numerous threats, the lure of the gala event of the fall season proved too great an attraction for many to stay away. They did insist, however, that no one would get there earlier than ten. Margaret said a few words to Sally on the wisdom of getting there in time to do some dancing before refreshments were served, but Sally merely tossed her head and nonchalantly went on manicuring (*Continued on page 27*)



**After careful consideration,  
the Robinson family's youngest  
is allowed to go to school**

**Marion L. Faegre**

■  
Illustration  
RUTH STEED

## Tommy Goes to Kindergarten

"DO you know," said Mrs. Robinson to her husband one night in August, "it has just come over me lately to wonder how Tommy is going to feel this fall when his playmates go to kindergarten, and he doesn't." Mr. Robinson looked out from the porch to where Tommy was playing with the dog.

"Why can't he go, too?" he asked.

"Don't you know how old your own son is? He won't be five until three months after school opens!"

"Well, why should he be in such a hurry to get to school? He'll put in plenty of years there, all told."

"But that isn't the way children feel about it, and don't pretend you think it is, John. To be big enough to go to school is every runabout's ambition."

"But he's been to nursery school for two winters, Mary. That ought to satisfy him!"

"Of course you aren't at home all

day; you don't see what goes on," Mrs. Robinson explained. "Tommy is just as mature, if not more so, than some of the five-year-olds who are going to enter school. I'm a little bit afraid, too, that he's going to be bored with kindergarten if he waits any longer."

"Of course the fact that he's your child hasn't anything to do with your thinking he's so mature, has it?" asked her husband, a trifle maliciously.

"Oh, you know as well as I do that he's bright!" exclaimed Tommy's mother.

Her husband's refusal to take Tommy's situation seriously put an end to the discussion for the time being, but a few days later, Mary Robinson brought up the subject again. This time she chose me for a confidante, and of course my intimate acquaintance with all kinds of adjustment problems connected with children's brightness or retardation made me take the question quite differently.

After explaining to Mrs. Robinson that before anything could be done about entering Tommy in school early it would be necessary to find out as much as possible about his mental equipment, I made an appointment for a mental test with a competent tester. Tommy was delighted with the "games" he played for an hour with the friendly young person at the clinic, and his mother was equally delighted to hear the results of the test; that is, that Tommy turned out to be much above average on the tests.

Next came the question of Tommy's physical development. It didn't take long to find out that Tommy, in height and weight and general appearance of development, was well-advanced for his age. Of course it would have been possible to go into the question even more fully, and by studying the development of his bony growth, to arrive at a very accurate picture of his state of phy- (Continued on page 26)



# NUTRITION SHORTS

Margaret House Irwin

Illustrations  
A. O. SCOTT



## SPINACH—UP TO DATE

**S**PINACH is a good vegetable and delicious, but the era of "spinach—right or wrong" is no longer with us. If you like spinach, you may eat it cheerfully; but if you don't, you no longer need to hide your head in nutritional disgrace.

The first pin prick in the spinach balloon came when it was discovered that spinach contained considerable oxalic acid which, it was claimed by the anti-spinach enthusiasts, would precipitate and render insoluble some of the calcium salts which would otherwise be absorbed and used by the body. I could never take this very seriously, for a few extra swallows of milk would doubtless overcome the effect of a whole dishful of spinach.

But the real tear in the balloon came when the scientists found that only one-fourth of the iron in spinach was available for use by the body. Spinach had been tooted to the skies

as a blood builder, a wonderful source of iron, the natural method of rouging the cheeks, and all that. According to chemical tests it does contain the iron but that mineral is present in such a form that the body can't make use of it. And so, as if by parachute, spinach has gradually sailed back to earth and taken its place with other mundane vegetables. It is still an excellent source of vitamins and a very delight-

ful vegetable, if rightly cooked, but its exalted place in the list of nutritious foods is a thing of the past.

## CHEMISTS TO THE RESCUE

For several years, now, the nutritionists have been finding that irradiated ergosterol (Viosterol) is not as effective in preventing rickets, unit for unit, as cod liver oil. This puzzled the scientists, for after all if vitamin D is vitamin D it should act the same regardless of its source. But the results of oft-repeated experiments showed definitely that the natural sources of vitamin D were better than the highly artificial, man-made vitamin.

And so the chemists were called in and asked to put their collective heads together and solve the problem. They did, and now we know that there are really two vitamin D's but as far as we know they both have the ability to cure rickets. However, the two vitamins are not equally effective in all animals. For instance, it takes far more of one than the other to prevent rickets in chickens. And in children, too, the natural vitamin D is more effective.

According to the latest information, then, we have two vitamin D's: one which is of plant origin, irradiated ergosterol; and one of animal origin, such as the vita-

min found in the fish liver oils. The latter appears to be the more effective anti-rachitic for human beings. Irradiated milk is a better anti-rachitic than yeast milk containing the same number of units of vitamin D because it contains the natural vitamin, and yeast milk contains irradiated ergosterol which has filtered through the cow into her milk. Now this does not mean that yeast milk is no good or

that irradiated ergosterol will not cure rickets—it simply means that a larger dose of the artificial vitamin is needed.

## IS BREAST MILK BEST FOR BABIES?

A study has recently been made of the mortality and susceptibility to infection of some 20,000 infants that were either breast fed, partially breast fed, or artificially fed. The results are a striking argument in favor of breast feeding. Since figures don't lie, let's have a look at them. The total infections

shown by these babies during the first nine months of life are very interesting and enlightening. Of the group of babies that were breast fed, only 37 per cent had any kind of infection whatever; but 54 per cent of those that were partially breast fed showed infections; and in the group that were fed artificially, with no breast milk at all, 64 per cent were ill with one or another type of infection during those first nine months. The types of infections were divided into respiratory infections such as colds and the like, infections of the gastro-intestinal tract, and an unclassified group. In every case the breast fed infants showed a decided advantage over the other two groups.

Out of the total number of infants there were 218 deaths and of these, 7 per cent were in the breast fed group, 27 per cent in the partially breast fed group, (Continued on page 33)



## EDITORIALS

### IT WON'T MATTER—OR WILL IT?

**T**HE great-aunt was tall and erect. She wore, in the mornings, dark house dresses with long sleeves and high collars; and in the afternoons, soft black cashmeres or heavy black silks with a touch of lace or fine-as-lace embroidery at throat and wrists and a fine gold chain with a locket around her neck. Her dead husband's picture was in the locket and a piece of his hair. She went to church twice on Sundays and to Thursday evening prayer meeting and to the missionary society. She read her Bible, *Harpers Magazine*, and the newspaper and, once in a while, a "classic" but never the cheap new books that couldn't possibly have any literary value! She was calm and sweet and patient, with a soft gleam of humor in her bright blue eyes. She was, of course, a period great-aunt—like the Victorian furniture.

When small niece cut her finger, when she broke her most beloved doll, or when it rained in torrents on the day of the Sunday school picnic, her great-aunt would say, "Never mind, my dear, it won't matter a hundred years from now." Even a little girl felt small hurts and sorrows were trivial matters with that long range vision.

So many things will not matter in the least a hundred years from now, but so many things, even very small things, will. The patterns set and the values given the young child will range right down through the generations.—CAROLINE E. HOSMER.

### DR. WILLIAM McANDREW

Our friend and the friend of everyone who was trying to do an honest job as educator, parent, or community member, Dr. William McAndrew, has passed from us, going to swell the forces of good which continuously envelop us. Standing invincibly for the right, always and under every kind of circumstance, fighting if need be to maintain this position while looking fearlessly at enemy or at life itself, he became a symbol of integrity and intelligence in educational and civic circles. If one were in doubt in regard to a new movement being promoted, one inquired as to whether William McAndrew had lent his influence to it and if he had, one went confidently

into the project, reassured as to its value.

A great educator, a fearless opponent of intellectual and moral dishonesty, we are glad to acknowledge him as a friend and adviser. He believed, as we do, that no real education can be accomplished without the full cooperation of home and school and that no home could be efficient in rearing children without it; and he encouraged us in all our efforts.—M. L. L.

### HORACE MANN SAYS OF EDUCATION

The Common School is the greatest discovery ever made by man.

In a republic ignorance is a crime.

The object of the Common School system is to give to every child a free, straight, solid pathway by which he can walk directly up from the ignorance of an infant to the knowledge of the primary duties of man.

The highest service we can perform for others is to help them to help themselves.

Education is our only political safety. Outside of this ark, all is deluge.

A patriot is known by the interest he takes in the education of the young.

If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education.

Be ashamed to die until you have won some victory for humanity.

### AN ANTI-SWEATSHOP PLEDGE

The advertisements of women's dresses under five dollars in price should give any socially-minded woman pause. Before such a thing is purchased one should ascertain whether or not the price has been radically reduced and that the original price was high enough to permit of a decent wage to the one who made the garment; if not, one should regard the possibility of sweatshop origin. No woman wants to feel that she may be wearing the life of another woman or child. There is a purchasing pledge that thousands of women have voluntarily taken. It says: "I hereby pledge myself to buy only coats and suits bearing the Consumers Protection Label," being thereby assured of the

garments' having been made under wholesome working conditions where labor is not exploited.—M. L. L.

### JOHN W. STUDEBAKER SAYS OF EDUCATION

Education for a democratic society begins in the home. The meeting of this crucial issue starts, therefore, with parent education. Family life itself should function as a tiny but vital unit of democracy. Children should be guided to democratic maturity in the home. There they should learn to act in the interests of the group; to respect the rights of others; to accede to group decisions arrived at through discussion; and to cooperate in common undertakings. A democratic society cannot be maintained in a nation unless the social principles needed in the larger community are first practiced in the small groups.

### THE NEW SCHOOL YEAR

Again the bell rings for change of classes, and again it sounds for parents the signal for a new adjustment.

As thousands of feet go up for the first time to the gates of learning, parents are faced by the fact that the boys and girls, who for six years have been all their own, will never, from the first day of school, be quite the same. Fresh contacts, different ideas and requirements begin at once to shape the plastic minds and to supply a new measuring rod for the home to which they return.

In the transition from grade to high school, thousands more will undergo an even more potent "change, into something new and strange." The child becomes the youth who, without waiting for manhood, begins to put away childish things. Fathers and mothers now must meet eyes made keener by the inevitable confederacy of youth against age, of today and tomorrow against yesterday.

Youth's greatest craving is for security. Parents and teachers are challenged as never before to assure him the type of teacher and the kind of training in both home and school which will make it possible for him to wrest both an adequate living and a reasonably satisfactory life from this topsy-turvy world.—MARGARETTA WILLIS REEVE.



## TEN MILLION CHILDREN NEED *LIGHT CONDITIONING*

**O**F ten million school children today, about two million have defective eyesight. One reason for this condition is the habit of using

eyes for close seeing in poor light. Only recently has research disclosed the important part that proper lighting can play in helping eyes see more easily, without strain. Today this new kind of eyesight protection is called "Light Conditioning," the science of Better Light for Better Sight.

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## GETTING ACQUAINTED WITH HIS WORLD

(Continued from page 7)

construction was so simple that he could have made it himself—a toy he could do something with, not look at. This would not only have met his needs more adequately, but his tastes. He would have liked it better. Until they are spoiled by complicated toys, children greatly prefer simple ones.

Consider the baby, roaring with cosmic joy in his discovery of the law of gravity, as he drops one object after another over the edge of his crib. "It's gone down, too! So did the cup! So did the ball! They *all* go down! Here's a rattle." He cranes his head to watch. "Bang! Hurrah! *That* went down, too!" So we might translate the thoughts—if he had any thoughts in words—of a bright baby in the stage which exasperated mothers sometimes call "dropping things on purpose." Of course he does it on purpose, one of the most genuinely human purposes in life. He is thrilling to a creative, discovering urge which it would be a shame to interrupt, and a crime to stifle with small, perplexing, mechanical tricks beyond his comprehension.

That baby needs all kinds of things that can be dropped, and freedom to drop them all he wants to, preferably in a place where he can pick them up himself without having to be waited on. He also needs stationary objects—wagons and blocks and simple trains—that must be pushed around; and things with natural properties—water that wets and runs away to nothing, dry sand that spills, wet sand that molds, balls that bounce and run away, and wood that goes whack and stays put. For the next stage of development, when he gets to it, he should have all the raw materials he needs, or rather just before he gets to that stage, if his mother can catch the right time. This is when, after aimless experimenting with unexpected but more and more predictable results, he finds out that he can change these results around himself. He learns how to pile blocks on each other so that they don't fall down, how to hold water in a cup and pour it only when it pleases him, how to pile things in a wagon or in his arms and so move them around.

**I**N the full tide of this discovery of his power over the universe most parents will protest that no child needs special educational care, let alone encouragement. It's their house that needs watching, themselves who need protection! The toddler in the run-around stage is so exuberantly full of discovering and initiating energy, so

lavish of original and destructive experiments that it is hard for parents to realize how soon, without wise encouragement, the impulse will die away. We have been told a thousand times that it is dangerous to check with repression the child's first questions about sex. But we are not sufficiently warned that the result of checking his first enthusiasm about other kinds of knowledge may not be as spectacular, but can be every bit as disastrous.

We can't, of course, give children absolutely free rein. The mother of the small boy who painted himself sky blue with indelible ink might well feel justified in firmly stopping that kind of artistic expression—especially when the result of shutting him in his room was to make him turn with

put what teachers call "motivation" into his ten-year-old intellectual life—that motivation which she smothered into passivity when he was a two-year-old.

The motivation was there, enough for a lifetime of achievement, in the bustling little bundle of energy that was Johnny at two; explorer, experimenter, artist—all afire with a vivid, impetuous desire for knowledge that was probably stronger than ever again in his life. But it must be kept alive. What we want to teach our children is not to "leave things alone"—can you imagine a more forlorn adult than one whose whole tendency is to leave things alone?—but a way in which they can adjust themselves to their social responsibility to the groups they must live in and still live creatively and abundantly. We may take away the bottle of indelible ink with one hand, but we must never forget to hand out paper and crayons with the other.

Better yet would be something entirely new. For adult disapproval is not the only thing that can stifle the precious urge toward knowledge. There is a natural tendency for it to die down when the small discoverer has handled everything within reach, tried all the experiments he can think of, and imagines in his innocence (like other people of too little education) that there is nothing left for him to learn. The wise parent keeps him going with curiosity, one of the most powerful of human urges, tempting him ahead of every possible turn with "something new" from which he can learn enough to make his next step again a forward one into fresh fields of discovery and enjoyment.

**T**HIS does not mean—let me pause to make this clear—a constant succession of new playthings. Even if our budget could stand it, their dispositions could not. What they need is experience, not possessions, and we should use our minds not our pocket-books accordingly. Like any creative artists, we must be continually on the alert for ideas to add to our collection—a new play for a familiar household article, a more advanced variation for an old game, a routine job of ours which we can do in the playroom, while we supervise something the children can't do yet by themselves. We need an abundance of material, for often two or three suggestions must be made before one fits the situation.

For they must be well-timed to the child's development. Things which are

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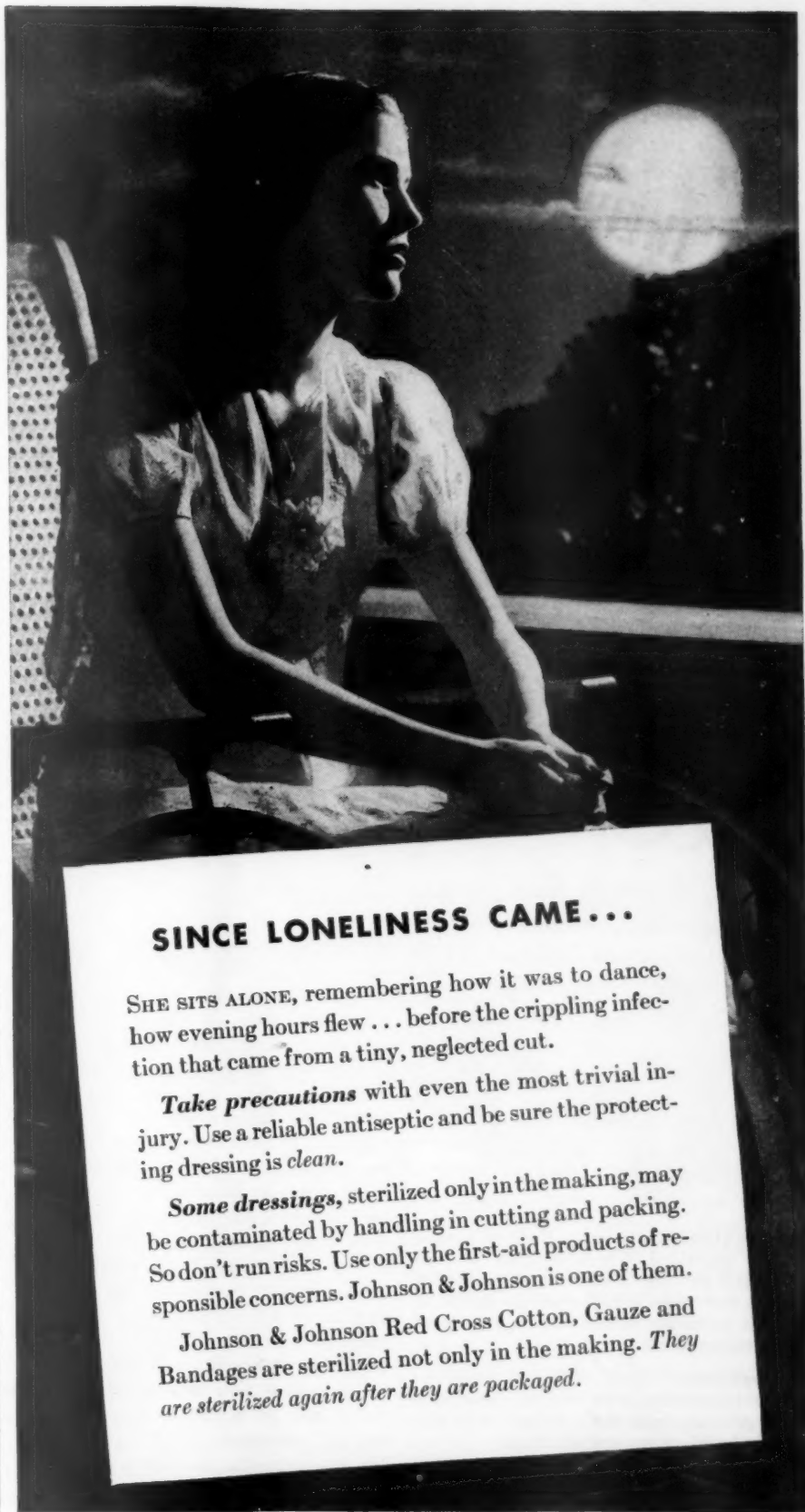
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unquenched enthusiasm to decorating the wall paper with crayon! But if she forbids his activity, without putting something else in its place, she is teaching him a lesson—a wrong one—which, like every other cause, will sooner or later have its effect. For all the child can learn from such negative prohibitions is that initiative and imagination are wrong. The grown-up world, he deduces, does not approve of such things. It is perfectly possible that later on that same mother will be anxiously wondering why she "just can't make Johnny take any interest in his studies," or his swimming, or his hand practice—and trying to find out from learned books how she can

too easy are no fun, but neither are toys beyond their comprehension. A baby who is still in the stage of identifying things by touch cannot be expected to enjoy the toy dump truck that can be loaded with sand, which is the joy of the ten-year-old. As far as the baby is concerned, it's exactly the same thing as a spoon, only harder to get into his mouth. For him variety would be different kinds of texture—crackly paper, soft cloth, hard metal, and glossy wood. And yet children grow and develop so much faster than we realize that it is never safe *not* to offer them almost anything that comes into our head. The best way is to try all the ideas we have at frequent intervals, and let the children do their own choosing.

**ANYWHERE** will do to begin looking for ideas. One way is to check over periodically the various forms of physical and mental activity, and consider what facilities for learning our children have in each one. How about active exercise, running and climbing and jumping? The baby just learning to crawl will hail a blanket-covered box, six inches high, with wild excitement. We might do our mending on the stairs while the older toddlers practice climbing. Later on they will need swings and a slide in the back yard. Or packing boxes. How could children ever be brought up without packing boxes! Or a ladder to a "climbable" tree. Or a trip to the municipal playground. All in accordance with their age and ability and the money we can afford to spend. Is there plenty of opportunity for manipulative skills in the play room? Things with screw-on tops, beads to string, blocks to pile? How about art? Maybe a birthday is coming and we could buy a beginner's paint-set with big brushes. Or tack wrapping paper on the walls. Or get a blackboard. Maybe we're going to paint something outdoors, like a board fence, where wild strokes won't matter and a suitably overalled and supervised child can have the time of his life doing real, honest-to-goodness painting. Then we can review the various things that our children should do better, and don't seem to want to learn. Perhaps Jane refused to learn to swim last summer. Is it the feel of water that upsets her? We set our minds to work inventing water games to test this, and overcome it. Maybe, on the other hand, it's the feeling of not being supported, and she needs carefully graduated experiences in jumping.

This kind of intellectual exercise will not only provide a good supply of material for learning games, but it will be of the utmost value for our own minds. (Continued on page 26)



## SINCE LONELINESS CAME...

SHE SITS ALONE, remembering how it was to dance, how evening hours flew . . . before the crippling infection that came from a tiny, neglected cut.

**Take precautions** with even the most trivial injury. Use a reliable antiseptic and be sure the protecting dressing is *clean*.

**Some dressings**, sterilized only in the making, may be contaminated by handling in cutting and packing. So don't run risks. Use only the first-aid products of responsible concerns. Johnson & Johnson is one of them.

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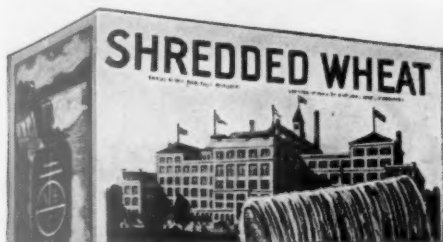
## COLORING

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## GETTING ACQUAINTED WITH HIS WORLD

(Continued from page 25)

always in danger of succumbing to the deadening round of material details with which a parent's life is crammed. Best of all, it keeps us genuinely interested in our children's play. Although we should never become so fond of an invention that we insist on the children's doing it, it is almost better to try to do their learning for them than to fall into the "dismissing" tone of voice. "Goodness! Get out of the kitchen, children. Why don't you go and play with your crayons?" can kill an interest in crayons nearly as quickly as suppression can. For the overtones of this, unfailingly, unescapably caught by our children's ears are, "Your play doesn't amount to anything, of course, compared to my work, but it's better than having you bothering around here!"

**WHAT** they must have, of course, as essential to their full development as the air they breathe, is a constant atmosphere of belief that *learning is fun*, that to be actively engaged in gaining knowledge and in making

purposeful changes in our surroundings is one of the great joys of living. The only way to make them understand this is to feel it ourselves. Hard as this is—there is no harder work than creative thinking—none of us will claim that it is not worth while. We all know what a joyful thrill it gives us to escape stagnation, to rise above the lazy and dull ambition of "getting through the day somehow." But such is human nature that we usually can't rise in this way unless something forces us to. Our children force us to, and we should never forget that we owe them the greatest debt of gratitude for providing not only the necessity of living creatively but the means so to live, in our constant contact with their eagerly awakening intelligences. None of the blessings they bring to us is more golden than the way they seize our hands in theirs and pull us forward into treating life not as a succession of heavy tasks but as an adventurous, ever-widening journey toward understanding.

## THE ROBINSON FAMILY

(Continued from page 20)

biological development. This was thought to be unnecessary, in view of Tommy's splendid physical appearance, his freedom from disease or defects, and his health record in the past.

As important as any of these was the question of Tommy's social maturity. He seemed well-poised and at ease with the adults who met him at the clinic, but they were even more interested in checking up on his relations with other children. When it was learned he had attended nursery school for two winters, and that he played very acceptably with other children in the neighborhood, the clinic workers expressed themselves as satisfied that there was no reason for believing Tommy wouldn't adjust exceptionally well to early school entrance.

"Of course, now is a very good time to let him go ahead, if he's ever going to," observed one of the workers. "If he were to be double-promoted later on, it would mean leaving friends he's made, and omitting some work, the loss of which might prove a stumbling block."

"Then you don't think," asked Mrs. Robinson rather anxiously, "that I'm making a mistake? I don't want to give the impression that we're 'pushing' our boy, that we think he's a prodigy, or anything like that. That would be ridiculous. But it did seem to me that he was fully as advanced as the children who are chrono-

logically old enough to go to school."

"There's all the difference in the world," replied the worker, "between 'pushing' a child and trying to adjust things so that his natural abilities will have an opportunity to function. I've seen many a bright child who should have had more advanced work, but whose parents were afraid of appearing to hurry him, succumbing to habits of mental laziness because his school work offered no challenge whatsoever."

"One more hurdle," remarked Mrs. Robinson when she told her husband. "We have to wait now, so they tell me at the board of education office, until school opens and they know how many there are to be in the entering kindergarten class at Washington School. If the number isn't too large, they will allow Tommy to enter!"

"Seems like a lot of fuss," commented Mr. Robinson. "Wasn't so much red tape when I went to school. Do you really think all this hullabaloo is necessary?"

"I think that anything that really contributes toward a child's chances of success and happiness in life is worth trying!" was his wife's emphatic reply.

**Next Month:  
THREE'S STILL A CROWD**



## ALL THE PARENTS

(Continued from page 19)

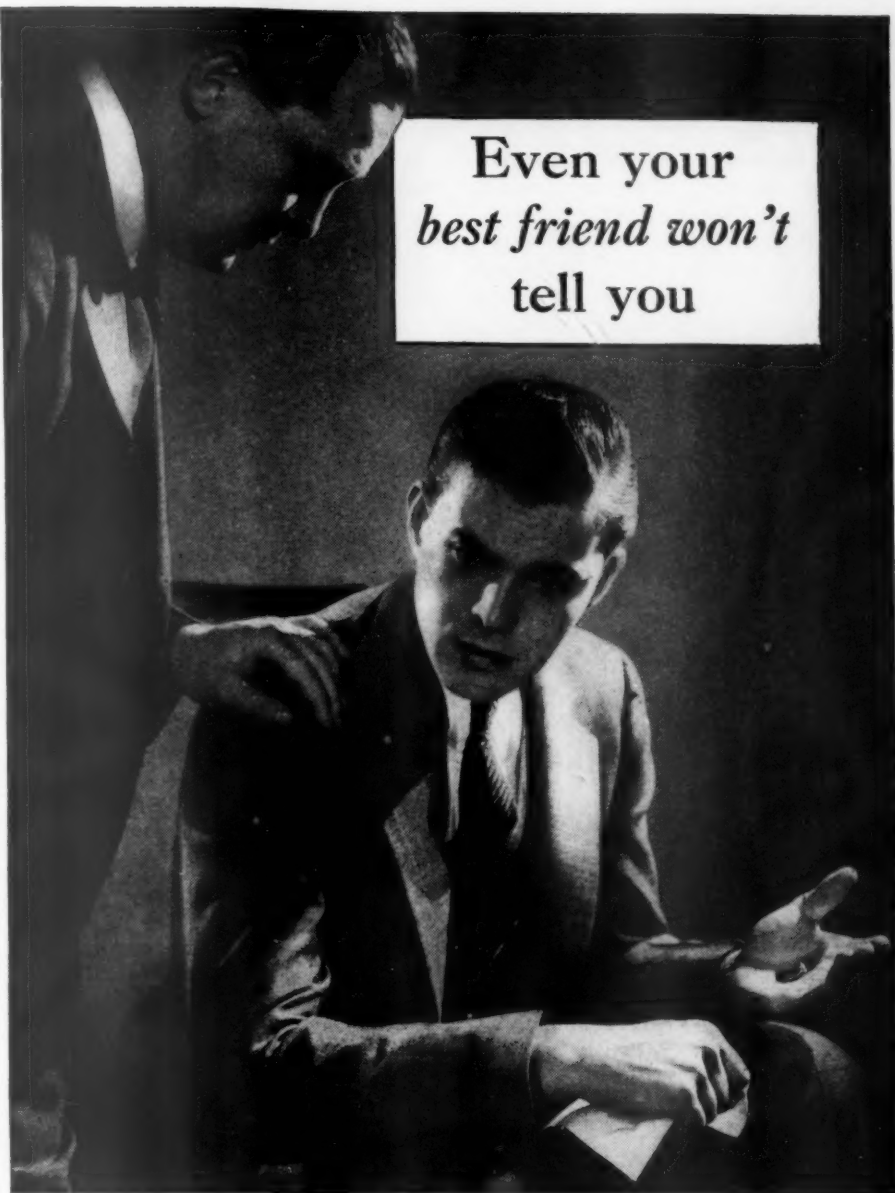
her nails. Margaret and Dick went on to the party to fulfill their duties as chaperones.

The hall showed a strange emptiness at eight o'clock and the band did not feel it necessary to play until Margaret reminded them that they had been engaged to play from eight to eleven-thirty, whether anyone was there or not. By nine o'clock enough couples had arrived for them not to feel that they were doing a solo if they danced, and by ten the party was in full swing. At about that hour Sally came in, waving gaily, but a little coolly, to her mother.

At eleven-thirty the party was at its height and bade fair to continue so for some time. However, the young people were shocked to hear the announcement that refreshments would be served immediately in the dining-room below. And to make it more convincing, the orchestra folded up its instruments, put them in their cases, and proceeded to go home with a finality which left the young people horrified. There was nothing to do but adjourn to the dining-room. Still believing they could not be coerced into such early hours, they lingered over their supper as twelve-thirty came and went. An announcement was made that everyone had to be out of the building before one o'clock, but the young people showed no disposition to move. So, little by little the lights began to go out. Still the party showed no signs of breaking up. At this point the surprise maneuver came. By previous agreement the signers of the pledge whose offspring were at the party began to arrive. Such embarrassment! All had been told that they must be in the house by one o'clock, but few took much stock in it. But when they saw their parents arriving for the purpose of enforcing the request, they at last came to the conclusion that they were in earnest.

It did not need a second experience of this kind to make the boys and girls realize that this was no idle threat, and that if they wanted to have a full evening's fun they had better arrive shortly after eight o'clock. A sigh of relief went through the community when at last it became firmly established that one o'clock was the deadline. It took some time, however, before the youngsters themselves would admit that they could have just as good a time from eight to twelve-thirty as from ten to two-thirty. And a survey made the following year disclosed that there was less sickness and a better average of grades made after the abolition of the three o'clock curfew.

(This didn't happen, but why couldn't it?)



Even your  
best friend won't  
tell you

**J**OHNSON couldn't understand it; he and Marie had had their little "tiffs" but they didn't explain why she had sent back his ring . . . nor did her brusque note shed any light on the broken engagement. Puzzled and disheartened he sought his best friend. Perhaps he could offer some explanation. And so he could . . . yet he withheld the truth. The subject is so delicate that even a close friend won't discuss it.

**IT'S INSIDIOUS.** The insidious thing about halitosis (bad breath) is that you yourself rarely know when you have it and even your best friend won't tell you. At this very moment you may be suffering from this all too common condition . . . needlessly offending others . . . and doing nothing about it. It is unfortunate that everyone offends this way at some time or other—usually due to the fermentation of tiny food particles.

**DON'T GAMBLE.** Don't run the needless risk of offending. All you need do to stop this and sweeten breath is to rinse the mouth with Listerine Antiseptic. It is a

marvelously effective deodorant . . . and a deodorant is what you need in correcting breath conditions.

**HOW DELIGHTFULLY REFRESHING.** The wonderful, freshening, invigorating effect of Listerine Antiseptic will simply delight you. It sweeps away decaying deposits from large areas on teeth, mouth, and gums. It kills outright millions of odor-producing bacteria. At the same time, it halts food fermentation, a major cause of breath odors, and then overcomes the odors themselves. The breath becomes sweeter, purer, more wholesome.

**ALWAYS BEFORE SOCIAL ENGAGEMENTS.** Always take the pleasant precaution of using Listerine before social or business engagements; you'll never have to worry about your breath; you'll know it will not offend.

Lambert Pharmacal Co., St. Louis, Mo.

**LISTERINE**

Checks Halitosis  
(Bad Breath)



## THEY QUARREL ALL THE TIME!

(Continued from page 9)

peace in which to develop. They have anything but!

And the parents, who have the whole solution in their otherwise capable hands, do exactly nothing constructive. Mary is half-convinced that perhaps some of the extreme child psychology is right and that repressing children is dangerous to their personalities. Her husband simply hasn't the time to help bring up the children. Doesn't he earn the living and pay the bills, with no more than the usual amount of kicking? Doesn't he provide them with a car and clothes and a good home? What more can you expect of a man? A whole lot!

His machinery at the factory is oiled and adjusted so that it runs with smooth efficiency. Machinery costs money and needs expert and daily inspection and care. If something goes wrong it is patiently worked at until the cause is discovered and remedied. A workman who would lose his temper and break a part through hasty repair would be out of a job. Yet human friction in his own home goes on all the time and he accepts it as inevitable or resents it as annoying.

I WISH the Atwoods could visit the Murrays for a week or two. Mary would probably think their house was pathetic, for everything in it is worn and old. But six children, from three to fourteen, do create a lot of wear and tear no matter how considerate they may be of furnishings. But there is peace at the Murrays. A deep sense of contentment comes over you when you have been there for half an hour.

The model planes of the ten-year-old adorn the mantel in a straggly row. The paper dolls of the six-year-old often dance along the top of the davenport. Each child has his or her own individual interests and temperament. But there is no quarreling! Neither is there undue repression. There is good feeling between all the members of the household and each is proud of the accomplishments of the others.

"Simply a miracle, that's all," says Mary when she stops in there for tea once in a while.

No more a miracle than that a well-

tended garden should bloom with the flowers which are planted there. Dot Murray started out with her children with the calm assumption that they could and must get along. No ifs, ands, or buts about it.

"Bill and I have to live in the same house with them and we are too busy

and too interested in other things to waste time and energy settling fights," she says.

The children are going out in the world in a few years to earn their livings and being polite and getting along with other people will have a lot more to do with their success than the amount of brains or skill they happen to have—unless they are geniuses, which is improbable. So the Murrays' theory is that home

is one grand place to learn these qualities. Rudeness to each other is as much taboo as it would be in any civilized society. A grouch is treated with isolation or a good laxative or early bedtime—sometimes, all three.

"When any of the children are cranky," says Dot, "I know it is probably physical, and rowing around with them would only cause more trouble. They have their own rooms and are welcome to be as disagreeable as they like, there—by themselves."

If one of the twins, who are twelve and full of what Bill calls "original sin," starts teasing the other, who is deep in a book, their father looks up quietly from his work or his paper. "If you have nothing better to do with your time than that you can go out

and clean the car." It is amazing how fast the offending twin will become very much occupied.

I often think that with this business of teasing, most parents never seem to realize how much fun it is for the teaser and how little for the victim. Nor do they grasp the idea that to stand by and watch it develop into tears or a good-sized quarrel is just plain foolish. Something like standing at the edge of a field of dry grass and feeling amused to watch flames licking along the borders and then becoming alarmed and excited when the flames spread and you have to call the fire department.

"How do you know you are being fair," asks Mary Atwood, plaintively, "when you do have to step in and settle things?"

But Dot Murray only laughs with a serene good humor. "I never do know! I only try to do the best I can to judge which one is the guilty party and figure that, in the long run, it averages out. Life isn't exactly fair always and you can't isolate children from living. They have to take their luck with the rest of humanity."

Sometimes she stops rolling cookies to call into the living-room, "Come here, both of you." Two rather ashamed and yet belligerent children will appear ready to tell their side of the story with plenty of self-pity and self-justification.

But they never get a head start.

"I don't want to hear anything about it," says their mother. "I'm very happy at my work and I don't intend to listen to squabbling. You can stop it right now."

Mary Atwood says, "Stop it," to her children, too, but the results are different. It's the music and not the words that count.

Children don't have to quarrel. It can, as far as I can see, further no good end. And it most certainly adds nothing to the enjoyment of home for anyone concerned.

## MANNERS CHANGE WITH THE TIMES

(Continued from page 17)

some of us. No one expects modern children to behave as Grandmother did when she was trying to please her elders by being seen and not heard. We want to talk with children and we are willing to listen to them. The difference seems to be that we do require of ourselves that we extend adult courtesy to them. We want them to be mannerly as children can be who are treated with courtesy.

Mae Thomas, you see, had not extended adult courtesy to her children;

she had not introduced them, nor had she encouraged them to talk with us. There was nothing left for them to do but stare at us. Then, when they tired of staring, they remembered they had accomplishments that should bring them notice and entertain the guests. Mary could play the piano with her elbows, Buddy could stand on his head, Jerry could play a harmonica. Since Mother had not included them, they would do their stunts.

After all, good manners are crystal-



"Two rather ashamed, yet belligerent children appear ready to tell their side of the story."



lizations of kindness. The Thomas children would have been mannerly had they known how to be. Mother had not told them how to please their guests. She had shooed them across the street to stay with Grandmother when company came.

**WE** may know how children feel when we go to foreign countries and must learn what manners are acceptable to other peoples. In China, the guest who knows his rules of conduct must belch after a good meal to indicate that the food has been plenteous and enjoyable. In Arabia, so I have heard, men who are mannerly never sit with legs stretched in front of them—they must sit so, with legs crossed under them. We are uncomfortable with others and offensive to them when we do not know how to be mannerly. And, we are not being fair to ourselves.

Too often we say, "Teach the children to be kind, and good manners will come naturally. Manners are surface, not worth our worry."

I have a young cousin, Jack Robinson, who was four years old when we visited his grandfather in middle Tennessee. Though Jack had never known us, he was excited when uncles and aunts and cousins came to visit; he wanted to join in the to-do. So he went out to the driveway to remove the stones that separated the drive from the walk. "For," he told us when we went hunting for him, "your car is too pretty to bump."

It would be fine if our children were all like Jack, sensitively thoughtful, loving and lovable. Alongside thoughtfulness like his, manners are surface, hardly worth cultivating. But the point is, we *can* cultivate good manners in even the most insensitive, and as for kindness—well, sometimes we feel we make no progress at all in teaching normally selfish children to be kind. This we know: manners can be taught by rule; kindness cannot. Manners can be made habitual by careful training; kindness, dependent upon sensitivity and judgment, must be motivated.

**O**F course we set kindness as the star of our hopes for our children. With all our wits and all our strength we work to motivate kindness. But it does hearten us to reach the lesser aim, to establish habits that make our youngsters inoffensive to adults and to other children. We can at least equip the next generation with good manners.

I am sorry for all the small Marys and Jerrys and Buddys who have been told that manners change with the times, but who have not been equipped with good manners for our times.



## One Heritage you should strive to give your child is HEALTH

You may not be able to give him a fortune, nor even a college education, but you can build for the future with something even more precious... health that will stand him in good stead all his life through.

The importance of protective foods in the diet is now generally understood by most mothers. And more and more they are turning to Cocomalt as a *protective food drink* that children especially like... because it supplies essential food elements usually lacking in the average diet.

Cocomalt is not only a rich source of energy and of tissue-building protein, it provides calcium and phosphorus... and the *Vitamin D* necessary to the utilization

of this calcium and phosphorus.

Iron, an essential element in which the ordinary diet also generally falls short, is present in Cocomalt in readily assimilated form. One serving supplies a third of the average child's daily iron requirement. Cocomalt also aids digestion, because it contains malt enzymes.

Children are happy to drink Cocomalt for breakfast, lunch or supper. You will find it easy to prepare with hot or cold milk. And a full serving costs only a few pennies. You can buy Cocomalt in ½-lb. and 1-lb. purity-sealed cans and in the economical 5-lb. hospital size, at grocery and drug stores.

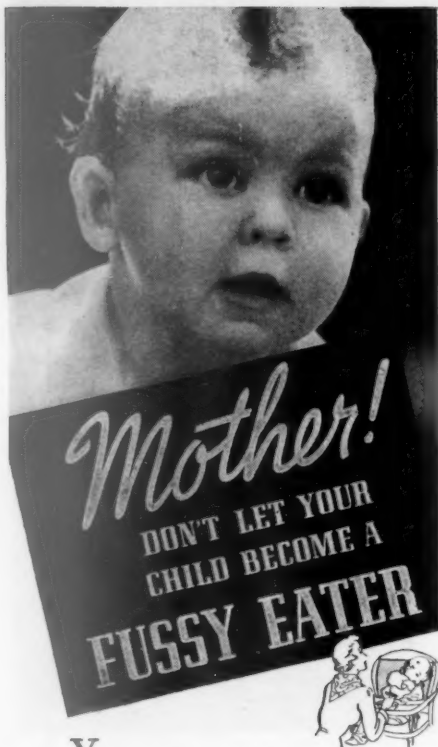
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## APPROACHING SCHOOL

(Continued from page 12)



You can take your doctor's word for it. Forcing a baby to take food he doesn't like may make him a fussy eater. It may even cause him to dislike certain foods the rest of his life.

You run no such risk when you feed your baby Stokely's Baby Foods. Taste their garden-fresh, whole-vegetable flavor. Note the appetizing color. Then feed them to your baby and watch how eagerly he eats them.

**Comminuting Assures Natural Flavor**  
Stokely's Baby Foods are prepared by a special COMMINUING process which utilizes all the edible portions of the vegetable, preserves natural flavor and color, retains valuable vitamins and mineral salts. It also reduces each product to a smooth, uniform texture, easily assimilated and digested.

Because of this special process Stokely's Baby Foods taste fresh and delicious. Mothers who feed Stokely's experience little difficulty in getting babies to eat second year foods... Stokely's natural flavor is similar to that of regular family foods. Ask your doctor about Stokely's.

### Valuable Book with Foreword by Angelo Patri

Angelo Patri, eminent educator, author, child psychologist, has written a foreword to a valuable illustrated book, *Training Your Baby to Eat Proper Foods*. This new book containing important facts on child feeding, what makes fussy eaters and other helpful information will be sent to you FREE for three Stokely's Baby Food labels.

## Stokely's BABY FOODS



Spinach • Peas • Carrots • Tomatoes • Green Beans  
Prunes • Apricots • Applesauce • Vegetable Soup • Beef  
Broth • Liver Soup • Unstrained Vegetable Soup • Cereal



### SEND FOR BOOK!

Stokely Brothers & Co., Inc.  
2031 South East St., Indianapolis, Ind.  
Please send me your book, *Training Your Baby to Eat Proper Foods*, with foreword by ANGELO PATRI. I enclose ☐ 3 labels from 3 cans of Stokely's Baby Foods, or ☐ 25c (stamps or coin).

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City \_\_\_\_\_ State \_\_\_\_\_

change of status is through the child's money allowance. His need for money increases with school; carfare, lunches, supplies may all be needed, not to mention the odd treat. We may dole out money when he asks, or we may buy for him what he needs; but is this not a good opportunity to give him a chance to begin his own spending in a serious way? After family consultation, a tentative amount should be set to meet the child's anticipated needs. The use made of this allowance should be periodically reviewed to see that the amount is adequate and to help the child in his selection of values—that is, in learning how to spend.

**CLOTHES** are an important aspect of increasing responsibility. School means new and suitable clothes, and this in turn should mean planning, consultation, and choice rather than passive acceptance of something done by someone else. Little boys have a strong sense of protective coloring, their one desire being to escape the invidious distinction of being different. Little girls are not troubled by this and like, as a rule, to be noticed for their clothes. What matters is not so much what kind of clothes a child wears but what they mean to him or her. Do they satisfy a desire for beauty? Will there be pride, care in keeping them in order, a sense of satisfaction in wearing them? Responsibility develops best at the point of the child's interest. If it's in clothes, fine! Responsibility will then be in helping to choose, subject to the mother's sense of suitability and value, but with as much leeway for personal taste as possible. If not clothes, then give responsibility wherever the school program impinges on the child's interest, whether in choice of companions, achievement in work, related activities, freedom in going alone to and from school. Wherever the urge to independent action appears, help it to grow if this is consonant with the

child's development; and beware of too narrow an interpretation of what constitutes good development. If we carry responsibility, the child becomes either indifferent or rebellious. If we thrust it too suddenly on him, he may stagger under the burden, becoming unsure of himself or over-scrupulous. If we share it with him, he carries as much as he is able and we take up the slack, constantly adjusting the load to his capacity.

When all is said, the child's adjustment to school, so potent for later adjustments by which he is to find his place in the community, is largely a matter of skill in friendship. The parent who can make friends with teachers and with children will smooth the way for her child. The child who has learned a friendly attitude through living in a home where friendship is practiced will have little to fear in school. The teacher who makes friends with her children will find discipline easy and the road to learning unaccountably smoothed.

**WHAT** does such friendship mean? Not a sentimental gesture, but the ability, in adults, to go beneath the surface and understand people's real needs. It is a double process; I see the person from without, but I also use my imagination to get inside his skin and try to discover how he is thinking and feeling. If I care enough to try to know people in this way, I can detect hidden fears and recognize unexpressed needs, meeting them before they have ever fully dawned in the consciousness of the child. In this way the aloofness which we have sometimes thought of as inevitable between adults and children can be dissolved; and there can grow an easy, unforced confidence which makes the sharing of perplexities and pleasures alike natural. If parents and teachers are willing to do their best to know and understand children in this way, the approach to school is sure to be a safe one.

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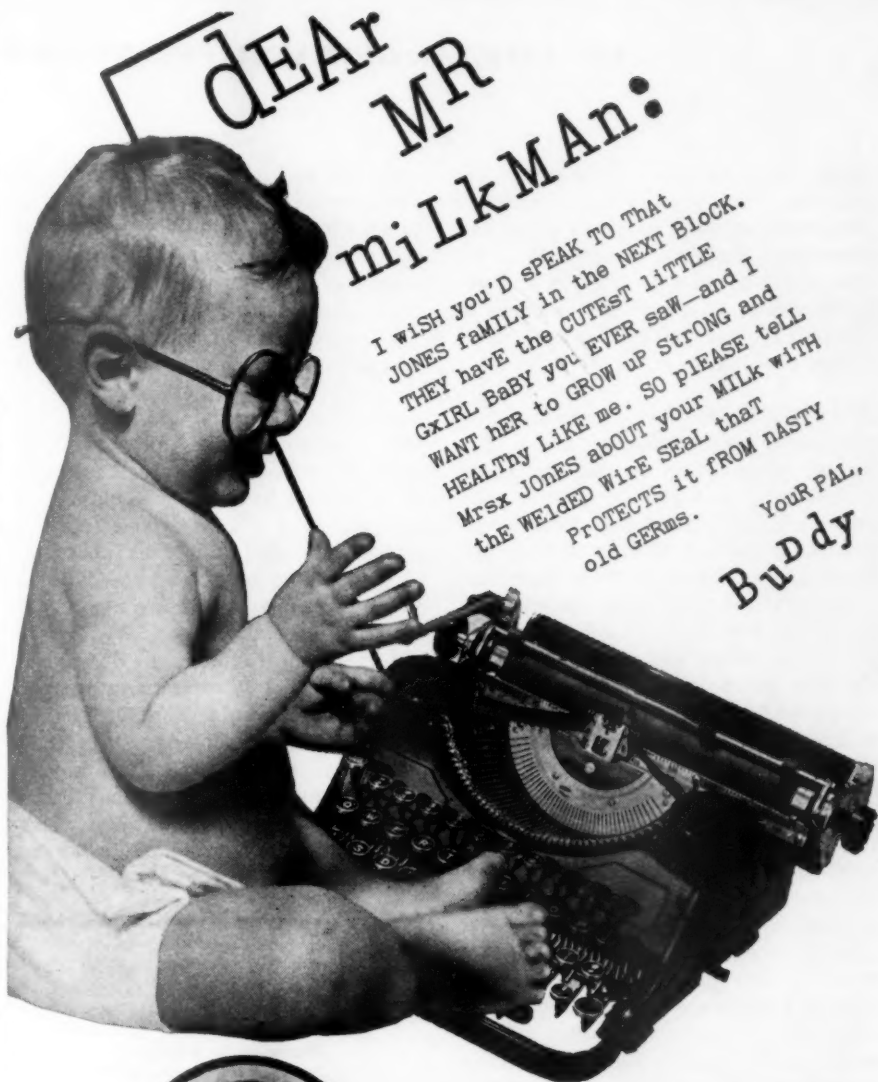
## VOCATIONAL GUIDANCE FOR YOUR BOY OR GIRL

(Continued from page 15)

I can't leave the subject of vocational guidance without giving a warning about false guides. Whenever a new profession emerges, there are always scavengers who prey upon the ignorance of the people with regard to the new discovery. The field of guidance did not escape that experience. Quacks saw a rich field for exploitation. They read a little about guidance and built a few charts with which they started out to make money, and they did. They rent a fine suite of rooms at a hotel, run a full page advertisement in the daily paper: "Noted Character Specialist will solve your child's vocational problem for him"; "See Dr. Knowem about your child's talent; his broad experience in this field has meant much to many."

If people would only tell the truth, it would be interesting to send out a questionnaire that would find out how many millions have been spent in this way in the last fifteen years. At one period in my life, when I was more flush than I am today, I sought the advice of one of these experts. He visited with me very pleasantly for about an hour. During most of the time he was making marks on a printed sheet with different colored pencils. At the end of this time he handed me the paper, told me that if I would inhibit the characteristics marked in red, develop the ones marked in blue, and pay no attention to the ones in black, I would undoubtedly find my life work. He then charged me twenty dollars and said, "Next!" I have never regretted spending the money; it has helped me to save quite a sum for other people.

**THE** second opportunity for guidance, of which we are not taking advantage, is one that is present in nearly every town and city. Any parent who has a little leisure time can make good use of it in the following manner. Take your child to visit the industries of your city. You may have different plans for him as to work and perhaps you have decided that he shall never work in the place where you have had to slave away the years. Your resolve may be good, but it will not always prevent Jimmie from being there twenty years later. If that happens, isn't it better for him to know something about what he must face? Why do we avoid the places where our children may have to work? It can't hurt them to learn the conditions under which men labor. I used to think that it was a fine project to take classes through great industries. I no longer do it. I found that the group was too (Continued on page 32)



**"MY DAIRY USES THE WELDED WIRE SEAL FOR THREE REASONS: 1. It's Tamper-Proof. 2. It's Easy to Open. 3. It's Sanitary."**



A Welded Wire Seal locks out germ-laden dirt, dust and other contamination and locks in the dairy-purity of the milk left at your door every morning.



The Welded Wire is a modern safeguard, drawn tightly around the bottle's neck. To remove it, you simply pull down the free length of the wire.



With the Welded Wire Seal, the bottle's entire rim—over which the milk pours—is kept sterile-fresh. You are always the very first to break the seal.



**THE NATIONAL TRADE MARK OF BETTER MILK AND CREAM**

In writing to advertisers, please mention the NATIONAL PARENT-TEACHER



## VOCATIONAL GUIDANCE FOR YOUR BOY OR GIRL

(Continued from page 31)

large. Most factories were noisy and only one or two boys got near enough to the guide to learn anything or to ask questions. How much better it is for the parent to go with his son and get a knowledge that will enable them to reason together about this most interesting problem of a vocation.

**PROFESSIONS** can be examined in the same way. Suppose that a girl wishes to quit high school and enter a business college. Of course she shouldn't do it, but some do. Their background is limited, then, and they are often very narrow in their interests. However, the following experiment might not hurt a girl: Visit the principal of the school and ask to withdraw the girl for a week. Make arrangements with a friend who has an office and employs a typist, stenographer, and a few clerks, to have her visit there for a full week. She is to come when the office opens and stay until it closes. Let us hope that she starts on one of those days when the battery in the friend's car fails and he has to crank it. The crank slips and he nearly breaks his elbow. He hurries into the elevator and pushes into a corner, only to have some one step upon his sore corn. He enters the office in the usual mood, reaches for his favorite cigar but finds the box empty. He picks up a cheap stogie that a salesman left the day before, lights it, calls a stenographer and begins to chew, spit, dictate, and swear. How the stenographer manages to select meaningful words from this hash is beyond me, but I have seen and heard such performances in business offices. The girl who follows this plan of visiting will get a better picture of what office work is like than the one who gets her information from the film, "Jennie: The Stenographer." During vacation-time there is always a chance for a wide-awake boy to secure a job where he can learn a great many interesting things about vocations. If parents pointed out the fact that money should be the second consideration in such jobs and experience the first, a great deal of good could be accomplished.

My third suggestion is that we should be more careful about what our children read. As a teacher, I have noticed that the best students generally come from homes where there is some guidance in reading. Often there are quite a number of good magazines available to the students in such homes. Isn't it strange that we give a great deal of attention to the quality of food that we send to our stom-

ach, but pay very little attention to the food that we offer the mind, which is admittedly of infinitely greater importance? How many parents subscribe to newspapers outside of the home town paper? There are several fine newspapers of national circulation that cost no more than the average city paper. I have often heard people admit the point and then say that they didn't take that paper because it arrived a day late. Real news as published by high type papers is welcome even if it is a week old because it is vital and does not have to be fresh to bear reading. Support a home town paper but don't be afraid to sign up for another.

A great improvement could be made in high school libraries and private ones if people would drop 80 per cent of the fiction and replace it with good biography. If boys and girls are to succeed, they must learn what characteristics are necessary. They won't get much help from such books as

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### A WISH

Marie Ann Phelps  
(Junior High)

I've always wished that I could do  
One certain little thing.

I don't want to draw or write,  
I don't want to sing.

I don't want a garden,  
I never play with toys,

I want to make my hands a cup  
And blow a whistling noise.

---

*The Valley of the Moon* or *Harzan of the Apple Tree*. Some of the finest biographies that have been produced in a century have been written in the last few years and yet they are relatively unknown. They are just as interesting as the yellow novel but they are not as easily secured.

**MY** last suggestion as to guidance that can be offered in the home may sound rather queer to some, and I wouldn't name it if experience hadn't shown it to be of so much importance in actual case problems. It concerns the subject of conversation at meal-time. One can't read the life of Theodore Roosevelt without noticing the part that this principle played in the

education of his family. Mr. Roosevelt says that it was the common practice of his father to bring noted men and women, visitors from foreign countries, to their home for meals. The children were encouraged to ask questions and these were afterward followed up by serious investigation.

**CONTRAST** this practice with the following story. A man who was a manufacturer in a western city went to a counselor who was a friend of his and asked him to help him with the following problem: The man had a son who was soon to be graduated from high school. This boy had often helped his father in the business and knew quite a bit about the work. The son had just shocked the father by informing him that he would not follow that vocation for his life work. The father had argued and urged, but to no avail. He reminded the boy that the grandfather had had the business before him and that he was depending upon the boy to follow him and that his refusal had upset him completely. The friend, because he was a friend, told the father that it was his own fault. He reminded him that he had been a guest in the home on numerous occasions for meals and that to the best of his knowledge, he had never been there when the subject of conversation at the table had not been "What went wrong at the mill today?"

The counselor pointed out to the father that this bright boy had had to listen to this talk for years and that he would be classed as sub-normal if he had not arrived at the conclusion that he had. The father had made the mistake that hundreds of us make—*talking about the right thing in the wrong place*. Children are often accused of talking too much; we say that they should be seen and not heard. It will be much better for us when we recognize that a reversal of the general procedure will result in a more varied mental diet for our children and better guidance.

It is possible for the home to help the child very much without interfering with the school machinery. The home can help select and stimulate hobbies; it can conduct its own vocational visits and investigations; it can buy and prepare good mental food; it can make sure that the child's natural method of learning, by asking, is not drowned by a rehearsal of the failures of the day. Attention to these four items will earn parents the good will of teachers and the sincere appreciation of their children.



## NUTRITION SHORTS

(Continued from page 21)

and 66 per cent in the artificially fed group. The records used for this study were of babies born between 1924 and 1929. Because of the large number of infants studied, these data have value. On the other hand, a good many advances have been made in the study of infant feeding since 1924, let us say, so that an artificially fed baby in 1937 would probably have a better chance than one so fed in 1924.

Mothers' milk contains about six times as much vitamin C as cows' milk and undoubtedly it contains certain antibodies (germ-fighting substances) that protect a baby from infections.

The statement made by Oliver Wendell Holmes way back in 1867 in one of his medical essays is just as true today as it was when he made it. He wrote, "A pair of substantial mammary glands have the advantage over two hemispheres of the most learned professor's brain in the art of compounding a nutritive fluid for infants." But just on the side, we have to admit that the professors are getting better and better.

### VITAMIN C IN PASTEURIZED MILK

Many an acrimonious argument has been waged as to the nutritional value of raw versus pasteurized milk. One of the arguments in favor of raw milk has been that it contains more vitamin C than pasteurized milk. This is true enough, but recent experiments have shown that it is possible to pasteurize milk and still have it retain its vitamin C. It seems that the substance which is really responsible for the destruction of vitamin C is copper. In most commercial dairies either the vats in which the milk is heated or the pipes through which it runs are made of copper. This metal speeds up the destruction of vitamin C or, as the chemist would say, it catalyzes the reaction. Strangely enough, copper seems to be the only metal which does this, so it is only necessary to use equipment made of aluminum or chromium steel or glass, to prevent the milk from coming in contact with copper, in short, to prevent the destruction of vitamin C. Thus the main nutritional objection to pasteurized milk can be removed.

### STORAGE OF VITAMIN C BY HUMAN BEINGS

Now that a chemical test for vitamin C has been developed, some interesting experiments are being performed on (Continued on page 35)



## Child Health is Priceless—guard it with DENTON'S

It's natural for children to perspire at night and to get uncovered, but Dentons keep them *dry and warm*. Dentons protect body and feet (hands too, in smaller sizes) with a real health fabric knit from a yarn spun in our own mills from *unbleached cotton* with a little fine, soft wool.

### Why Unbleached Cotton?

Bleached cotton—suitable for summer—is cold and clammy for winter wear. *Unbleached cotton* is *warm* . . . does not absorb moisture . . . lets perspiration escape *slowly* through the loose-spun fibres and keeps the child *dry and warm*.

### Denton Durability is True Economy

Denton fabric is unusually strong and durable due to the use of new, long staple cotton. Strong, flat seams; stout button holes; flexible rubber buttons. The light-gray fabric does not readily show soil. All Dentons have patented extra-heavy, tailored romper feet and patented extra-full drop seat. *No dyes or chemicals are used in making Dentons; nothing which will injure or irritate children's sensitive skin.*

### New Cream-White De Luxe Denton with New Roll Collar



De Luxe Roll Collar in normal position



Roll Collar open, with two top buttons unbuttoned



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## THE JOINT COMMITTEE...

**T**HE Joint Committee of the National Congress of Parents and Teachers and the National Education Association have, during the past year, evolved a set of principles for the guidance of professional and lay group interest, in the cooperation of the school and home. They have been approved by the Board of Directors of both organizations and are now printed in the hope that they may be of use in guiding home and school activities. We suggest that you refer to them from time to time as a joint expression of these two great cooperative organizations.

1. Understanding, frankness, and sympathy between parents and teachers are essential in studying the common problems of home and school and in arriving at solutions which take into consideration both parents and teachers.

2. Working alone, neither parents nor teachers are able to develop conditions in home, school and community which make for satisfactory education. It is essential, therefore, that parents and teachers unite in their efforts to improve home, school and community conditions.

3. Parents have a twofold responsibility in education. They are responsible for guiding and directing the activities of children and youth toward worthy ends in the home. They must also keep in close touch with the school program so that they may support educational enterprises which vitally affect children and youth. Individually and through parent-teacher associations they are able to give this support and to interpret the ideals, achievements, and needs of the school to the community generally.

4. The chief purpose of the parent-teacher association is the education of parents and the welfare of children and youth. Recognition of this by both parents and teachers will prevent the dissipation of the energies of the organization in money-raising activities or in other activities which prevent the parent-teacher association from doing its real work.

5. It is the function of boards of education to provide the materials and equipments for the school program.

Parent-teacher associations should create an attitude in the community which will make it possible for boards of education to secure the support needed to place the schools on a satisfactory basis. Public opinion toward a cheerful paying of school taxes should be an important function of the parent-teacher association.

6. The management and administration of school is the responsibility of duly selected or appointed school officials. Any interference in the professional administration should be avoided by parent-teacher associations. A sincere and critical attitude toward the schools and the bringing to the schools of the best thought of individual parents and groups of parents should not be confused with interference. Full and frank discussion, coupled with the study of educational matters is a necessary first step in improving and extending the educational program.

7. Boards of education, superintendents, and teachers should formulate and make known to parents the channels by which the solution of real and alleged problems may be achieved. The

establishment of proper channels will eliminate any tendency to use the parent-teacher meetings as a place for airing personal or group grievances.

8. Parent-teacher officials should likewise utilize the channels of the parent-teacher association to bring before parents important problems in education. It should also be used as a means whereby parents may express themselves with reference to the larger issues of education. Through such activities it will be possible for educational authorities to learn of the desire and needs of the community with reference to education, and for parents to understand the point of view of school officials.

9. State and local units of the National Congress of Parents and Teachers, state and local teachers' associations, and state and local departments of education should keep in touch with each other for the purpose of developing and carrying out study programs, and for the consideration of mutual problems relating to the education and welfare of children and parents.

## THE AIRPLANE

by Virginia Campbell

(Junior High)

I saw a silver bird go by on high  
And I could hear it sing on wing  
It was a sobbing, humming,  
steady drumming.



## NUTRITION SHORTS

(Continued from page 33)

human beings which tell us something about the requirements of the body for this vitamin and the storage of it in the tissues. When the tissues of the body are saturated with vitamin C, any extra vitamin C that is eaten will be excreted promptly in the urine. The converse of this statement is also true, i.e., if the tissues are not saturated with the vitamin, any excess ingested will be stored and not excreted. Thus, by titrating the urine it is possible to determine whether or not vitamin C is being stored and consequently whether or not the diet is adequate in this respect.

At Cornell University, four young women put themselves on experimental diets and uncovered some facts about vitamin C storage. First of all, they made up a diet containing practically no vitamin C. It was composed of a whole-wheat cereal, butter, brown sugar, cooking fat, whole-wheat and white flour, nuts, eggs, rice, and coffee. They ate this diet supplemented with orange juice until all the tissues were saturated with vitamin C. Then they stopped drinking orange juice and immediately the amount of vitamin C excreted in the urine decreased. They continued to eat the basal diet and the vitamin excreted became less and less until after fifteen to twenty-five days they were excreting almost no vitamin C.

The subjects were examined by a physician for early signs of scurvy, namely—tenderness over the long bones, swelling and bleeding of the gums, abnormal heart sounds, bleeding of the capillaries, the tiny red blood vessels in the skin. The urine was also examined for the presence of red blood cells which is another symptom of scurvy. The gums of one of the young women became swollen and purple, indicating the first stages of vitamin C subnutrition.

After thirty days, large doses of orange juice were added to the diet. For a week the urinary output of vitamin C did not change, showing that all of the excess vitamin eaten was being stored. During the second week the excretion of vitamin gradually increased; and after fourteen to fifteen days on the basal diet plus orange juice the tissues of the young women were again saturated with the vitamin. And so it seems that it takes about three weeks to deplete the body stores of vitamin C and two weeks to bring depleted tissues back to normal. So don't go without your orange juice, or tomato juice, or grapefruit, or other fresh fruit or raw vegetables for very long at a time.

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# We're in Pictures

is the title of a new feature which started in this magazine beginning with the present issue. It will help parents to learn through pictures how other people's children eat, dress, play, and carry on many other daily activities. And it will give parents an opportunity to contribute their share by showing, through candid camera shots of their children and their friends' children, how others have solved the everyday problems of the everyday child.

*The subject for the November issue is*

## HOW DOES YOUR CHILD PLAY BY HIMSELF?

Photographs must be in the hands of the editor not later than September 10.

*The subject for the December issue is*

## HOW DOES YOUR CHILD PLAY WITH OTHER CHILDREN

Photographs must be in the hands of the editor not later than October 10.

*Please send your photographs for this page with the following understanding:*

1. No posed photographs will be accepted. Only those taken when the children are unconscious of the camera will be used.
2. No photograph will be accepted which does not contribute a helpful idea for ways of dealing with the situation in question.
3. The selection of pictures is left entirely to the discretion of the editors. Names will not be used with the reproductions.
4. The National Parent-Teacher will pay \$1 for each picture which is used in the magazine.
5. The magazine is not responsible for the pictures either while they are in its possession or while they are in transit and it cannot promise to return photographs unless accompanied by return postage.
6. Address photographs to the:

**NATIONAL PARENT-TEACHER**  
832 Bryant Avenue, Winnetka, Ill.

## BEATING ABOUT THE BUSH

■ M. RAY THOMAS ■

**O**UR machinery is out of gear. Any child will bear testimony to that. Just a little "oil" is not the treatment for such conditions. Education needs to get back into gear, stay there, and begin to go some place. Any coasting, side-tracking, excursions, experimenting, pursuing of special interests, or social developing can be provided most adequately in and through these fundamental gears. Why try to arrive at basic accomplishments through some sugar-coated camouflage, without first taking cognizance of the weaknesses inherent in the "sameness of instruction for all" underlying our educational system?

Certainly, the day is past when schools taught only the skills necessary to shoulder the burdens of pioneering and nation-conquering. Today, schools must replace many types of training facilities lost to the home during an age of specialization—sewing, cooking, farming, buying, selling, building, and manufacturing. This same specialization calls for more effective training, even, than that given in the homes of the past. Hence, schools definitely are "on the spot." What is our job?

"Needs" is the word we should keep uppermost in our thinking, and carries with it present and future significance and possibility. Rather than become giddy in the whirl of experiment, educators should leave most of such work to individual experimental schools within large systems, or to training schools, until it is established within reason that needs are met. Not because of us, but in spite of us, youths of today are the most independent, self-reliant, and experimental of any generation we yet have known. Consequently, the greater need for wise guidance, sensible choice of educational procedure, and honestly-proved tactics.

Educators and their systems must consider needs well. These may be those things required better to equip individuals and communities; or, mere devices used by the teacher to animate and purpose a new process, the value of which students want to know. Let us not get the second type mixed with the first; the first are the important ones, and automatically care for the second. Instead of worrying about units and textbooks, we ought to consider our students, not as individuals alone, but as personalities, conscious of their abilities, rights, duties, and best positions in society. It should be the business of the schools to meet the

call of individuals and communities—systematically and steadily to raise the level of cultural, social, educational, and living standards; and to improve the basic industries and their personnel.

In spite of the fact that schools too long have been inclined to impose adult forms of thought and behavior upon youth, there is, beyond doubt, much in the fields of literature, science, religion, convention, and others that is teachable and desirable. This, however, must not be used as an excuse for schools to continue as walled-in sanctuaries, divorced from everything directly concerned with the problems of home and everyday life. Schools are to carry on a way of life, to improve it, and to enjoy it—not primarily to acquire knowledge, or to preserve the total magnificence of the past. Schools are not to guarantee that all students shall be able to "parrot" the truisms of a prescription-bound teacher, or to guard the students from the cold world outside the school.

Progressive educators base much of their present educational practice on the belief that the average child, if given the opportunity and properly guided and encouraged, is capable of self-direction and responsibility. In days gone by the teacher struggled to see that his schoolhouse was not marred or defaced; but it was. Student organizations of today ask students to abide by rules they themselves help to make. Assemblies, interschool contacts, debating clubs, operettas, corridor control, and many other similar activities make for a oneness of action and development, rather than a battle of wits—teacher vs. student.

Discipline, in the true sense of its meaning, must be a part of all work and play; but education no longer waits at the door of the teacher who finds her effectiveness in her ability to force chosen morsels of truth down unwilling throats by holding noses, and repeating, "It's good for you." The whole program of education is fast taking root in cooperative, understood plans, student and teacher motivated. Students are allowed to know the whys.

Education must become a part of life; it must not stand apart from it. Is there any reason why students should not be able to help in their own government (under direction); to learn to budget and spend their own money; to help control their behavior, after first having seen the value of so doing? Especially does this become a

query, when one considers that one day students are with us at school and the next day a part of the moving world, or even married and homemakers. Many schools are striving, uphill though it be, to link the school to life outside the four walls; to allow students to visit, to talk about, and even aid in the problems of industrial and political units. Students must be allowed to work where cooperation and thought go hand in hand—at home, in school, in civic affairs, and in their churches. They must be allowed independently to plan and do, under guidance. Affairs of their city, county, state, and industries of local importance are viewed in everyday clothes. Things of interest at our very elbows are made vital and part of education; we must not continue to crawl into a shell of teacher, text, and school building.

The life of the community should flow through the schools, and the effects of the schools should be general. Old and young must find schools a fact, not merely a name. The schools should be used for study of problems of the people who attend and support them. Their influence should be felt for good throughout their domain.

AND, what to do about the curriculum? First of all, pluralize it, in thought and deed. Our schools are too hidebound, static, narrowly academic, mechanical, and stiff. It is just as logical to try to dress all people in the same clothes, as to attempt to give all the same quality and quantity of work. We have neglected to remember that interest and actual accomplishment are paramount prerequisites to any type of concerted effort. Nothing should become part of the curriculum merely because it is interesting, but whatever is included should be brought into the closest possible relationship with the interests and needs of the pupils. Certainly, we must find joy in study and a hunger prompted by needs and teacher inspiration; but it would be ridiculous to imagine that pupils always prefer "candied tid-bits" to substantial, well-seasoned sandwiches. The trick lies in presenting well something that is vital, alive, and wanted; that has immediate and local application. Students, like other people, dislike false evasion and "beating around the bush." If they are showing signs of this characteristic in their habits, it is because our curricula demand nothing more.

Grammar schools, although crowded to capacity, could well change over from ability to interest-ability groupings. Perhaps these could not be vastly different than ability groupings, but a student could go to any division in which he could qualify, according to his interests. (Continued on page 38)

*I hasten to thank you my dearest kindest friend, with all my heart for your goodness to me and mine. This must be the first word, - but the next preface is to set myself a little right with you in the matter of what may have struck you as most unfriendly and unaffectionate reserve and silence - So please*

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—Elizabeth Barrett Browning

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**won't irritate a baby's skin**



## BEATING ABOUT THE BUSH

(Continued from page 37)

This would tend to break down the stigma of grouping. Such groupings as these are suggested:

1. Classical.
2. Industrial Arts—subjects taught from the industrial approach, each student allowed to pursue his interest.
3. Handicraft—subjects richly supplemented by projects, elementary carpentry and building, sewing, leathercraft, whittling, modelling, mechanical drawing, lettering, etc.

The skills for each group might be the same, except in quantity, the needs and the response of a group determining this to a large degree. Group assignments should make way for individual or small committee completion of suitable tasks. The first group should spend the major portion of its time on academic work. The other groups, who react more slowly to academic work, will need much of the work motivated by special industrial interest or handicraft. The number of facts to be taught will be reduced to a minimum, and these few important facts made "fast" by special study and handiwork. In any case, the course given shall be vital, practical to the end in view, and teeming with actual life values. Most of us will assert that there are many students who will not react to anything; but our illusion of excused failure needs to be compressed to its actual proportions. Most of our failures are due to our methods and curricula groupings.

Any individual in any group must be allowed *all the work he wishes to do, if it is done well*. Teachers will need to stress and establish the fact that whatever work the student does best is as honorable and necessary as any other; that we are not all alike—thank Heaven. Some of the students capable of the classical type of work may wish to participate in the handicraft group. Except in rare exceptions, sufficient of this work could be done by those people in art and special classes. They should be encouraged and urged to advance, as they should, deep into the subjects they do so well.

**I**N the junior high school, the number of curricula or groupings ought to be increased and each student allowed to explore into all possible fields of interest within his scope and ability range. And, we need not longer guess about ability and interest; it is possible to test with objectivity.

When the student reaches the senior high school, he should be through exploring in his fields of interest, and be ready to concentrate on a curriculum, from some such a list as:

1. Classical
2. Fine Arts
3. Scientific
4. General
5. Commercial
6. Normal (teaching)
7. Industrial Arts

### DEFINITIONS OF EDUCATION

*An education should help me decide on, and prepare for, an interesting profession, that will aid me and my friends, and make my living comfortable.—Eighth Grader.*

*Education should give a person a clear and correct conception of the world of affairs into which he is entering. It should develop for him a mental and physical make-up able to cope successfully, but unselfishly, with his chosen vocation or advance preparation for the same. It should make him civic-minded, always characterized by high standards of morals and culture.—High School Pupil.*

*An education should help me more thoroughly to enjoy the finer things of life. It should equip me to meet, adjust to, and succeed in an ever-changing world.—College Graduate.*

*An education should show me the way to enrich my life, and the lives of others. It should make me comfortable, congenial, Christian, alert, and scientific.—Teacher.*

*Education should make me a wiser and more tolerant parent and citizen. It should develop my appreciations, and make me a better provider and home-maker.—Parent.*

*My education should contain sufficient of the practical to insure a comfortable livelihood in a pleasurable and worthy profession. It should furnish enough cultural background to enable me to contact and serve the social and business world with poise and ease. It should be diversified enough to enrich my leisure time with enjoyable activities.—Business Man.*

*My education should develop my mentality toward the better things of life—to an understanding of God, to health, and to service. A truly educated person should be happy; he should be able to make a living, and to live.—Churchman.*

Colleges have become, to some extent, mammoth high schools, where students go to spend Dad's money—seeking for something they would like to become—if anything. College students should spend more time on majors, and less on the broadening subjects. Let's get this broadening done in the junior and senior high schools.

Is it necessary to require geometry and foreign languages of every college applicant? Is it necessary, or even desirable, that all entrants be forced to take those "groups" of culture guarantors? If colleges desire to become more exclusive, let it be through entrance examinations in the respective fields. Why can't we work out a continuous educational program for each student, carrying him through (allowing for desirable changes) from grammar school to college graduation and specialization in the field of his interest and ability? Why not require of him the skills he will need, and the habits and manners necessary to efficiency, neatness, proportion, and erudition? Why encourage, by our very system of unrelated requirements, a "hit-and-run" attitude toward anything that sounds scholarly, advanced, and polished?

**T**HEN, students could be graded, promoted, and graduated on an effort-age basis (within their respective fields). All would understand that "A" in one field is not "A" in another, but just as indicative of effort, work, and satisfactory progress. Reports to parents and diplomas would carry some sort of designation as to which track the student followed, and completed. Naturally, a student entering a more advanced school would be admitted only into the field for which he could qualify.

The complexity in which we have shrouded curriculum developments, together with the staggering preliminaries established by experts and others, have dumbfounded and dismayed teachers and workers, who are the backbone of any type of substantial change. Teachers will need little special training or conversion, once we get courses of study that do not reek of old-fashioned mysticism. Why not get down to facts, and write courses of study that are useable, instead of just beautifully readable? Let's write down the things we actually would present to students (in their chosen fields), whether it be units or what-nots, and burn the waste?

Although academic and industrial needs in New York and Idaho may be very different, skills, habits, and attitudes should be constant; and we must insist upon standards. Wherever there is variance in any phase, allow for it—and go to work. If the school is an instrument to minimize the time and effort required for the acquisition of needed informations, skills, and attitudes; and, if those needs vary as do abilities, interests, and environment, let us accept the challenge and



strive to give our floundering course some direction.

America is determined that all its youth finish high school. Very well, then, let's give them something they can do—a major—graduating them always to advanced study in that work. Or, if they must stop at the high school level, let them be grounded sufficiently in their field to earn a living. Vocational education, in any degree of finish, should be held to a minimum in the high school, because of the immaturity of those concerned and because high schools should do the preparatory work so often administered in colleges.

In passing, it might be mentioned that we have overstressed "white-collar" vocations. Necessity for a return to the trades (printing, draftsmanship, masonry, carpentry, plumbing, smithing) is evident on every hand. Along with those, we should see that all get a few of the everyday facts and habits needed by everyone.

It is ridiculous to think that conditions are always "acts of God" and part of the weather. It is not a truism that millions must go hungry because there is too much food; that millions must be ragged because there is too much wool and cotton; that millions must be cold because there is too much fuel mined; or that people in the cellar of the financial structure must suffer the whims of those in the attic. Perhaps we need to begin to think less in terms of personal success and advancement, and more of joyous and helpful co-workmanship on common social tasks. Could we teach teamwork, and that, in a real game, ancestry, influence, position, and wealth count for little, if the rules are disregarded? Education just to earn is not the object; but to live so that what is earned may signify something.

**GIVE** us schools (and teachers) having the good will of the pupil; converting him gracefully, but firmly, to acceptable habits, skills, and attitudes; knowing what he is doing, can do, likely will do; where he is going always; sending him eternally on his own best way, without wavering or becoming lost in an artificially created fog. Heaven bless that teacher who finds the child and inspires love, confidence, and the desire to do well and right.

Recently, the writer asked a select group to list briefly their reactions relative to the purpose of education. Examination of the list will disclose the absence of the money motive, as such. Likewise, there is no evidence that they would enjoy floundering around in a sea of education cross-currents which lead no place. The path is not nearly so elusive as most of us are making it.



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# THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

## INTERNATIONAL FEDERATION OF HOME AND SCHOOL

UNUSUAL interest centers in the biennial convention of the World Federation of Education Associations and the International Federation of Home and School held in Tokyo, Japan, August 2-7, as nations of the world turn hopefully to education in international understanding as a means of promoting the ideal of universal peace. Our National President, Mrs. J. K. Pettengill, represented the Congress at these meetings. Since the International Federation is celebrating its tenth anniversary this year, a brief review of its history and present program of activity seems appropriate.

In 1908, the National Congress, in cooperation with the State Department, called an international conference on child welfare in Washington, D. C. At the request of the Congress, other conferences of an international character were held in 1911 and in 1914. The World War halted negotiations for several years, but these conferences laid the foundation for the International Federation of Home and School, which was organized in 1927, in Toronto, under National Congress leadership, during the convention of the World Federation of Education Associations. Representatives of twelve nations cooperating in the formation of the new group elected officers from the United States, Canada, Japan, Switzerland, and Ireland, choosing, as president, Mrs. A. H. Reeve, then President of the National Congress of Parents and Teachers. The Board of Directors was elected from representatives from Austria, Germany, India, China, France, Denmark, Canada, England, Hawaii, Mexico, Japan, and Belgium.

The object of the International Federation was stated to be "to bring together for conference and cooperation all those agencies which concern themselves with the care and training of children in home, school, and community, and with the education of adults to meet these responsibilities."

The program outlined for the first two years was as follows:

1. To act as a clearing house of information on the subjects involved in this program.
2. To publish an International News Letter.
3. To conduct a biennial conference, at the time and place of the meeting of the World Federation of

### DEAR READER:

A change in editorial policy in "The P.T.A. at Work" department is initiated this month. Heretofore, these columns have been devoted to contributions about the work of local units—a restriction which has operated to our disadvantage on occasions when we wished to print interesting news notes from other sources. At a conference on the editorial content of the NATIONAL PARENT-TEACHER, led by the newly elected Editor-in-Chief, Mrs. B. F. Langworthy, during the National convention at Richmond in May, it was decided to expand the scope of the department to include selected material on all phases of Congress work. In the future, many types of material will be published—accounts of activities and accomplishments of states, councils, and districts, as well as local units; sources of help for P.T.A.'s; suggestions for bringing about better home, school, and community relationships; answers to questions relating to the Congress program; and any items which may be of interest to parents and teachers will be considered legitimate grist for our mill. You are cordially invited to send in your suggestions and contributions. Contributions are to be selected for publication on the basis of general interest and wide applicability to P.T.A. work. Items from local units, districts, and councils must have the approval of the state president.

Comments regarding material published, or which our readers would like to see published in this department, will be welcomed. As a measuring stick in preparing stories for this department, our contributors should ask themselves these questions:

1. Is the item on a subject likely to be of nationwide interest to Congress members?
2. Is it written in a simple, clear style?
3. Is it condensed into the briefest form possible?

In attempting to answer questions which are frequently asked about Congress work, we hasten to confess that we don't pretend to know all the answers, but we can at least bring perplexing problems into the open and put our readers in touch with reliable sources of information.

We hope you will like our new approach. Whether you do or not, we hope you will tell us about it.

—The Editor.

Education Associations.

4. To encourage in various countries the formation of national groups of the agencies described in the objects of the Federation.

The directors of the International Federation agreed to serve as centers for information in their various countries and to encourage the formation of corresponding groups. It was decided that the new organization should not be a federation of parent-teacher associations, but that it should seek to coordinate the efforts of all forces which function in home, school, and community, whether organizations or individuals, functioning in special fields of research, recreation, religion, or any other field affecting the welfare of the child. Committees were created to carry on the work of the organization in the fields of education, health, home, rural life, child study and parent education, public relations, cinema, and radio.

A survey of the international field of parent-teacher activity was the first action of the new organization. This task was undertaken for it by the International Bureau of Education. The findings have been published in four languages.

During the ten years of its existence, the International Federation of Home and School has adhered to the program of activities set up at the initial meeting. Thirty countries now have directors on the International Board, and member organizations are located in the following countries: Australia, Belgium, Brazil, Canada, France, Great Britain, Hungary, Finland, Holland, Japan, Latvia, South Africa, Scotland, United States. Miss Ishbel MacDonald, of London, England, was elected president in 1933, succeeding Mrs. A. H. Reeve, who had headed the organization since it was formed in 1927.

An *International Bulletin*, published as a supplement to the *Home and School Magazine*, official organ of the Home and School Council of Great Britain, contains a report on the present activities and policies of the International Federation, from which the following excerpts are taken:

"The International Federation of Home and School is gathering information from year to year as to the many-sided activities associated with the cooperation between home and school. Reports have recently been received from Belgium, Latvia, Canada, Bulgaria, Great Britain, Italy, Poland,



and the United States of America. These reports show that the movement ranges from the simplest beginnings to an ever-extending circle of activities. It is evident that with the widening view of the meaning to be attached to the process of education of the child there develops, on the part of the parent and teacher alike, the desire to learn more about the child's activities in the school and home respectively. . . . To develop to the highest the innate physical, intellectual, and emotional capacities of each child, it is obviously necessary to consider the life of the child outside as well as within the school. A close association between the home and the school, the parent and the teacher, becomes imperative. . . . The teacher and the parent are not infrequently, unconsciously perhaps, antagonistic, each attempting to impose its will and beliefs, with the result that the real interests of the child are pushed aside.

"We want the child to develop a free personality within the setting of the home, the school, and the community. Such a free personality of the child, of the adolescent, of the adult, is a condition of the free country. And the condition of a free personality is an integrated personality. And as the conditions grow for securing the integrated life of the individual so would develop the integration of the community. In thinking of this we kept in mind the many organizations in all countries which correspond to such organizations as exist in England under the designation of Workers' Education Associations, Women's Institutions, Women's Cooperative Guilds, Junior Red Cross, and many others. *The striking point brought out in our discussions has been the identity of the problems involved in all countries and the recognition of how diverse must be the actual methods adopted for their solution.*

"The need for developing in fresh directions the work of the International Federation of Home and School has become very clear. It has strengthened our determination to proceed with the issue of a quarterly bulletin to our many national correspondents giving information of various activities in various lands while seeking from them information upon fresh activities and developments in their respective nations or states."

Headquarters of the International Federation of Home and School are located at 29 Tavistock Square, London, W. C. 1.

#### COLORED P. T. A. CONGRESS

Another convention held recently in which the National Congress of Parents and Teachers had great interest

was that of the National Congress of Colored Parents and Teachers in Philadelphia, July 25-28. Organized in 1926, because of the growing interest in parent-teacher associations among the colored people in states maintaining separate schools for the races, and because of the increasing number of associations being formed in those states, this group is becoming an important adjunct to negro education. The function of this organization is to give opportunity for development of leadership among the colored people, as well as to furnish information and to create inspiration and further interest in P.T.A. work in negro schools. The activity program of the colored group has developed along the same lines as that of the white, with necessary variations in meeting the needs of colored children.

State branches of the National Congress of Colored Parents and Teachers are organized in states where separate schools are maintained for the colored race. There are now branches in nineteen states: Alabama, Arkansas, Delaware, Florida, Georgia, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia, and the District of Columbia. Conventions are held annually by the National Congress of Colored Parents and Teachers and also by the state branches. In states which do not have a statewide organization, P.T.A.'s in colored schools join the National organization direct.

The National Congress of Parents and Teachers has served in advisory relationship to the Colored Congress continuously since the organization was formed. A special committee of the National Board of Managers fosters cooperation with the colored group, and many of the state branches of the National Congress in southern states have an advisory committee which cooperates with the colored state branches. The National Congress cooperates in every possible way, donating publications and program material, supplying speakers for meetings, and helping in other ways as desired by the Colored Congress.

Information about the program of work of the National Congress of Colored Parents and Teachers may be obtained from Mrs. H. R. Butler, Executive Secretary, 20 Boulevard, Northeast, Atlanta, Georgia.

#### NEWS NOTES FROM LOCAL UNITS AND STATE BRANCHES

A model P.T.A., organized and conducted according to the *Parent-Teacher Manual*, was the feature of a class in P.T.A. organization and administration given by the Extension



TOILET odors are a danger sign. They mean that the toilet is unclean, unsanitary. You can be sure of safe, glistening toilets with Sani-Flush.

This odorless powder is made scientifically to clean toilets. Just shake a little Sani-Flush in the bowl. (Follow directions on the can.) Flush the toilet and watch stains vanish. Rust and incrustations are banished. Porcelain gleams. You don't have to touch it with your hands! Sani-Flush cannot harm plumbing. It is also effective for cleaning automobile radiators (directions on can). Sold by grocery, drug, hardware, and five-and-ten-cent stores—25 and 10 cent sizes. The Hygienic Products Co., Canton, O.

## Sani-Flush



CLEANS TOILET BOWLS WITHOUT SCOURING

Division of the Municipal University of OMAHA last spring. All business was carried on according to Roberts' *Rules of Order*, and each member of the class was given a task to perform. A year's program for a model P.T.A. was planned by the class on the topic, "Manhood, Not Scholarship, Is the Aim of Education," with emphasis on the mental, physical, social, and spiritual needs of the child. A card index of members was kept and a series of graphs made, showing mother, father, and teacher enrolment, percentage of monthly attendance, and relation of monthly attendance to enrolment.

• • •

A school health program is the major project of the SHARPLES, MONCLO CLOTHIER, DOBRA, and BLAIR, WEST VIRGINIA, units. Because the schools are located in a mining community which causes a large annual



turnover of students, vigilance is continuously maintained to reduce the incidence of physical defects.

• • •  
*A student loan fund for corrective work found necessary through physical examinations of school children is maintained by the SPRING LAKE MAGDALENE, FLORIDA, unit. Free clinics are held for needy children.*

• • •  
*An attendance device which helps to bring members to meetings is reported by the HOHENWALD, TENNESSEE, unit. A poster showing a tree whose green leaves bear the names of members is displayed in the room where meetings are held. When a member misses two consecutive meetings, his leaf becomes brown, falls to the ground, and remains until the member returns to the meeting.*

• • •  
*A swimming project was sponsored by the CHANUTE, KANSAS, COUNCIL, through which three hundred grade school children were given daily instruction by thirteen swimming teachers. A tournament of competitive swimming and water feats closed the summer.*

• • •  
*Ten health commandments for school children were part of a health project of the COLLINS TRACT SCHOOL P.T.A. in PENNSAUKEN, NEW JERSEY. Rules required each pupil to drink two or more glasses of milk a day, eat bread and butter at each meal, drink three glasses of water daily, take outdoor exercise one hour daily, brush teeth twice daily, drink no tea or coffee, have at least two baths a week, eat fruit and green vegetables each day, and get ten hours' sleep each night. Increased weight and improved condition of the children after an eight-week campaign attested its success, and gold stars were awarded to children who observed the rules.*

• • •  
*Supervised recreational activities for children are a special interest of the GRANITE, UTAH, P.T.A., which co-operates with the Board of Education in beautifying and equipping school playgrounds. An effort is being made to increase the use of school buildings and grounds during twelve months of the year.*

• • •  
*A poster contest is sponsored annually by the JEFFERSON COUNTY COUNCIL, COLORADO, as a means of creating an interested, informed, and enthusiastic membership. In crayons, cut paper, chalk, water color, pencil, and ink drawings, the posters picture the P.T.A. at work. Parents, teachers, children, members, and non-members participate in the contest.*

## THE OUTLINES FOR . . .

*Ester McInnes*

### Parent Education Study Course: The Young Child in the Family

#### GETTING ACQUAINTED WITH HIS WORLD

by DOROTHY CANFIELD FISHER

(See Page 6)

**T**HIS series of articles on "The Young Child in the Family" is based on the central idea that the family is an important influence in the development of personality in young children. In your discussions, try to bring out illustrations of what actually happens in real families, not picturing an impossible, ideal family which no one could ever achieve or would want to live in if it could be attained.

Discussion groups are placed where differences of opinion should thrive and many solutions and suggestions made. Young parents need reassurance and the feeling that their job is worth while. If the groups do not result in a feeling of increased ability to manage one's problems and in an increased sense of the joy and fun in living with children, they have failed. Guard against discussions which blame people, or result in "If you had done it this way, it would never have happened."

If possible, each member of the group should have read the article, have thought over the questions and problems for discussion, and come to the group prepared to participate. Only as each member thinks and gives to the group is it made worth while.

We would be very glad to have suggestions about the articles and questions or reports of particularly successful meetings.

#### I. Points to Bring Out

1. The child's early responses to his environment are prompted by the desire to understand and control it. Since this is what parents want the child to learn, every effort should be made to encourage activity, exploration, and manipulation of all lines of materials and objects.

2. The grown up world fascinates the child and can become a source of rich and vital education if he is permitted to learn about it as part of his capacities permit.

3. The desire for knowledge is a good thing even when it expresses itself in undesirable ways. When it is necessary to substitute one action for another, encourage the child to find a wholesome activity rather than flatly suppressing him.

4. Parents can help the wholesome development of personality by providing variety and change to keep the child's mind alert and by furnishing an atmosphere of belief in the worthwhileness of intellectual activity.

#### II. Questions to Guide Discussion

1. How can we keep our children from becoming "spoiled" and yet give them all the educational advantages and variety they require?

2. Your children really need, you think, a bicycle, a weaving set, and a toy piano. But you can't afford them, and furthermore they already have too many toys given by other members of the family. What other means can you think of for meeting the needs represented by these toys?

3. How much danger is there of discouraging the qualities of persistence and stability by providing variety and change in education? How could it be avoided?

4. Can you suggest a good day's diet of new things to learn and different varieties of experience for a child of two? Four? Six? Yourself?

## ... OUR STUDY COURSES

*Ada Hart Allen*

### Parent Education Study Course: The Child in School

#### THE APPROACH TO SCHOOL

by HELEN BOTT  
(See Page 10)

##### I. Points to Bring Out

1. The parent's attitude will determine largely how the child feels toward school and how he behaves in the classroom.

2. It is well for the parent to take some responsibility for the school, to get acquainted with the teachers, with the physical surroundings, with the curriculum, and with the community which the school serves.

##### II. Problems to Discuss

1. What are some responsibilities which the parent has in preparing the child for school?

2. How may the parent's attitude toward school help in a child's progress?

3. How far is the school responsible for children's behavior at home and in the community?

##### III. Questions

1. What are some ways in which parents sometimes interfere with a child's enjoyment of school? (Page , paragraph )

2. What are some points to consider in choosing a school for each child in the family? (Page , paragraph )

3. What are some questions which a parent may ask himself about a child's teacher and the school? (Page , paragraph )

4. How far is the school responsible for the children's associates? (Page , paragraph )

5. What are some privileges and responsibilities which a child may have in connection with school? (Page , paragraph )

#### Helps in Forming and Directing Study Groups

**S**ELECT a chairman for the study group. This leader will thereafter have charge of the programs for the year.

The leader should have two vice-chairmen; one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

The questions are given for those study groups who wish to use the "Question and Answer Method" described in the *Parent Education Guidebook*, Washington: National Congress of Parents and Teachers. \$1. All study group leaders should make use of this publication of the National Congress in carrying on their work.

*How's your baby's  
appetite?*



Feed your tiny tot Heinz Strained Foods and see how eagerly he eats! He'll like their natural color! He'll appreciate the tasty flavor Heinz cooks in—never out. Choicest fruits and vegetables are prepared *scientifically* to preserve vitamins and minerals. There are 12 delicious Heinz Strained Foods from which to choose. You pay no premium for their extra quality.



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**T**HE importance of the programs as a means of creating interest in the parent-teacher association and of assuring consistent, regular attendance at meetings cannot be overestimated. The ultimate success of a local Congress unit depends, in large degree, upon the type of program provided for its members and the manner in which it is presented.

Through its study courses, the NATIONAL PARENT-TEACHER endeavors to present subjects that are of vital interest to both parents and teachers in their joint responsibility of child guidance, and to suggest methods by which they may be developed to stimulate helpful and purposeful discussion and to be fruitful of permanent benefits.

Leaflets giving a complete description of the year's courses are available at the magazine office free for distribution to Congress units and subscribers. Lists of National Congress publications and other references related to the monthly subjects will be given in the program material. Write to the NATIONAL PARENT-TEACHER, 1201 Sixteenth Street, N. W., Washington, D. C.

# Are You Prepared... to help your children?

ALL children look to their parents for guidance and understanding. Are you prepared to counsel them wisely and help them to achieve happiness and success?

No task is more difficult and none more important than the proper rearing and education of children. It is an undertaking which must change with the times in which the children live. The rules of past generations are frequently ill-adapted to the needs of life in present day civilization.

In the rearing and education of children, parents and teachers need the most authoritative help obtainable. It is to be found in the NATIONAL PARENT-TEACHER, the official magazine of the National Congress of Parents and Teachers—the organization of over two million members which is spoken of locally as the PTA. There isn't any other magazine like the NATIONAL PARENT-TEACHER for, naturally, it is such a magazine as could be published only under the auspices of such an organization.

You can turn to the NATIONAL PARENT-TEACHER with confidence when you find yourself faced with everyday problems concerning habits, play, diets, sleep, reading, health, home work, allowances, and many other subjects which are constantly in the minds of those who feel the responsibility of guiding and counselling children and youth.

**3 YEARS** AND NOW . . . You can get the NATIONAL PARENT-TEACHER for only a fraction more than 5 cents a month! This new attractive and helpful publication within the reach of all.

We invite you to take advantage today of this new low rate and avail yourself of the advice of experts over a period of 36 months. In the years to come your children will speak appreciatively of your foresight in giving them a background of proper training and understanding.

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## What Others Are Saying About Us

"I have found the magazine most enjoyable and constructive. Your timely advice has helped me immeasurably in rearing my two children."

Mrs. D.A., Long Island, N.Y.

"We are having a study course and I really enjoy it! I have three children and the magazine is a great help to me in teaching and understanding them."

Mrs. W.E.H., Eastland, Texas

"I consider it fine, and wish I had known of it long ago."

Mrs. A.V., Cincinnati, Ohio

"I enjoy your magazine and find many worthwhile suggestions. Especially, I enjoyed the articles on music. Because I have no musical background, but have two young daughters, I am desirous of enjoying music with them."

Mrs. H.K., Covington, Ky.

"I am enclosing the dollar for my renewal. I think it is one of the best magazines printed."

Mrs. R.L.H., Huntsville, Ala.

"We find it very useful and instructive as we study it in our Mothers Club".

Mrs. J.C., Altoona, Pa.

"Enclosed you will find \$1 for renewal of the fine magazine which you publish in connection with your very fine organization."

Mrs. V.H., Chicago, Ill.

**The above are typical  
of the comments  
we receive daily**



# BOOKSHELF

by WINNIFRED KING RUGG

AT this season of the year there naturally comes an uprush of thinking and talking about the schools. Undeniably schools ought to be a twelve-month concern for every person interested in youth and in social welfare, but this is a good time to mention a number of books that present various and sometimes conflicting views regarding purposes and procedure in education.

THE NEW CULTURE, by A. Gordon Melvin (New York: Reynal and Hitchcock. A John Day book. \$3.50), is an attempt to go to the foundation of things and formulate a philosophy of education. Dr. Melvin's contention is that educational philosophy needs to be rooted in a general philosophy and revised to suit our changing times and environment. He puts faith in dynamic thinking—thinking that builds up, changes, and progresses, in contrast to static thinking that is concerned with preserving things as they are.

If adults are to become dynamic thinkers it is essential that as children they must have been given a wider and deeper acquaintance with life and society as a part of their educational experience. Since Dr. Melvin is primarily concerned with the philosophy of education, he does not emphasize methodology, but he does give space to an article by Helen Babson on "The New Program at Eagle Rock High School, Los Angeles," where the old subject-matter organization has been discarded and the curriculum built around four basic phases: fundamental skills and knowledges; physical well-being; major interests; and general interests. In the author's opinion there is a particularly urgent need for a complete making over of secondary schools, making them folk schools for the great masses of youth.

The author of earlier books, *The Technique of Progressive Teaching* and *The Activity Program*, Dr. Melvin is a recognized advocate of advanced methods.

## THE OLD-FASHIONED EDUCATION

The other side of the argument, in less philosophical and more concrete terms, is presented by Thurra Graymar in *THE SCHOOL AT THE CROSSROADS* (New York: Funk and Wagnalls. \$2). As a permanent teacher and as a substitute in city schools, Mrs. Graymar has seen the child-centered school with its activity programs in frequent operation, and is not pleased with what she has seen.

Though she would not discount the value of the individuality of the child, and of teaching that will inspire children with a desire to seek knowledge for themselves, she still insists that there is an imperative need to teach, and to teach well, "the technique of written and spoken language, the rudiments of elementary mathematics, a simple conception of the world as it was and is." Further, to acquire those tools of education she believes that children need definite, clear-cut instructions, good texts, and drill. Old-fashioned, she admits! And she adds to the indictment that liberals might bring against her by declaring that one of the weakest links in our educational system is a lack of discipline. "A jelly-fish psychology has insinuated itself into the very marrow of our schoolhouse bones," and the result is the modern gangster and our crowded prisons.

The chief theme of Mrs. Graymar's pungent attack upon modern schools is not, however, the theories of the Progressives but the system, which demands more of the teacher than the hours of the school day can contain. With pardonable exaggeration, she seeks to show the impracticability of combining instruction in the tools of knowledge with the "activity method" and with helping forty pupils each to realize his or her individuality. Then she offers a plan of her own, which will give teachers more time for attending to the needs of the individual child. She calls it the Fifteen-Unit Plan, under which each teacher has, for a part of the day, classes of only fifteen pupils. To obtain time for that, certain types of mass instruction are to be given by means of motion pictures and the radio. "Cadet teachers" from normal schools and older pupils, called "student cadets," would assist in routine work.

• • •

## THE MIDDLE GROUND

A middle ground is taken by F. J. Lowth in his *EVERYDAY PROBLEMS OF THE COUNTRY TEACHER* (New York: Macmillan. \$2.25). This is a generously revised edition of a work first published in 1926. Since Mr. Lowth is writing for young teachers about to enter the difficult field of rural teaching, with its limitations of money and equipment, his comment on the project methods and activity program must be taken relatively. He recognizes a need for dynamic teaching and a vitalizing of the curriculums, and believes that projects carried out naturally and

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- *Child Care and Training* formed the basis for a study course in this magazine a few years ago. Now it has been carefully brought up to date, with fresh material in every chapter and an entirely new chapter on the social development of the child.
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## PERSONALITY DEVELOPMENT IN CHILDREN

By Ernest J. Chave

Shows how personality emerges from heredity, is influenced by the physical processes of growth and is conditioned by home, church, school, neighborhood, play activities and other social factors.

\$2.50; postpaid, \$2.60

The University of Chicago Press  
5750 Ellis Avenue, Chicago, Ill.

intelligently make the child more alert and more cooperative. But the project method often fails to make adequate provision for drills which are necessary, for example, in arithmetic.

This is only one of many problems discussed by Mr. Lowth in a clear, practical fashion for the assistance of the average country teacher, 200,000 of them in one- and two-room schools on our hills and plains.

• • •

## TEACHERS AND SOCIETY

The teacher's ability to fulfil the social aim of education is one of the topics discussed in *THE TEACHER AND SOCIETY* (New York: Appleton-Century. \$2.50). A test recently taken by a representative 2 per cent of the sec-

ondary school teachers in the country shows that their information on public questions—international, political, and economic—is not accurate. In historical knowledge they made a good showing; in a grasp of contemporary issues, a vagueness.

THE TEACHER AND SOCIETY is the first yearbook of the John Dewey Society, and the authors are William H. Kilpatrick (editor), John Dewey, George H. Hartman, Ernest O. Milby, Jesse H. Newlon, George D. Stoddard, Hilda Taba, Goodwin Watson, and Laura Zirbes—truly a distinguished body of collaborators. The choice of the subject came from a conviction that the teacher is the crucial factor in any effort to bring together the school and society. In effect it is a resounding challenge to the teachers of the country to preserve traditional American liberties, especially against the encroachment of Fascism. It stands for freedom of teaching and for free discussion of controversial social problems and pleads above all that prospective teachers be better trained in the field of social studies.

#### A PAMPHLET WORTH ATTENTION

"WE OR THEY": TWO WORLDS IN CONFLICT, by Hamilton Fish Armstrong (New York: Macmillan. \$1.50). A summary of the issues at stake in the struggle of democracy against dictatorship.

## Coming in October

### Why Parents Visit Schools

by Frederick H. Bair

Modern education could not go on without the cooperation of the parents. How to further real understanding is suggested in the second article in the study course, "The Child in School," by the Superintendent of Schools, Bronxville, N. Y.

### Plain Lazy?

by Louis Monash

A schoolman discusses the question of the "lazy" child. It is Dr. Monash's opinion that we should regard laziness as a symptom of some defect or disease, and treat it accordingly. His advice in reconditioning will be of great help to parents and teachers alike.

## FOR YOUNGER READERS

THERE is action enough in SEVEN SIMEONS, by Boris Artzybasheff (New York: Viking. \$2), to satisfy the most exacting reader, and there is also a subtle touch of humor which probably endeared the old Russian folk tale to Mr. Artzybasheff when he heard it as a small boy. He has given full play to this humorous quality in his own version, and one is intrigued with the idea of a prince who is far too beautiful to marry any known princess. A royal lady of sufficient pulchritude must be found, of course, and in the search seven peasant brothers give valuable aid, each according to his peculiar gift. The lavish illus-



trations in delicate color are distinguished in grace and beauty.

Richard Bennett went to Ireland to write and draw SHAWNEEN AND THE GANDER (New York: Doubleday, Doran. \$2), and its Irish flavor is rich in substance and quaint turn of phrase. Shawneen's heart is set on owning the bugle in Mrs. Murphy's shop, but the bugle is ten shillings sixpence, and Shawneen's mother needs a new shawl, and the teapot is cracked, and the window pane is broken, and Shawneen himself needs a new pair of shoes. Plainly there is no money to squander on a bugle. Then the Leprechaun takes a hand and provides an egg that hatches a large and mischievous gander. Even a Leprechaun's gander can't lay a golden egg to help the family fortunes, but quite simply he is the means of providing the much-needed gold, and the story ends merrily as the notes of Shawneen's long desired bugle echo against the Irish hills. Story-tellers are sure to

find Mr. Bennett's tale greatly to their liking.

In THE YELLOW CAT (New York: Oxford University Press. \$1.25), Mary Grigs tells of the kitten Straw whose astonishing adventures prove that this one cat really had the proverbial nine lives. Each life was entirely different from the other eight, and Straw bounds delightfully from one life to another, an animated ball of yellow fluff, never once losing his identity as a cat, and taking every turn of fortune philosophically in his stride. He was by turns a farm cat, a gipsy's cat, a circus cat, a ship's cat, a dancer, and finally the pampered pet of a Chinese princess. Morton Sale, as illustrator, follows Straw's fortunes in a series of charming double-page spreads in color and many pen and ink drawings.

DRUSILLA, by Emma Brock (New York: Macmillan. \$1.50), is a corn-cob doll who tells her own story. Perhaps the honest homemade quality in her make-up enables her to tell it with so much simplicity and quiet humor that she gives us a convincing picture of pioneering days and ways as seen with the jet-bead eyes of a very intelligent doll. She spent long weeks in a covered wagon, was lost by the roadside, and became the cherished possession of an Indian child until she was ransomed with the coral beads of Sarah, to whom she really belonged. Good stories of pioneering days for the middle-aged child are not easy to find, and DRUSILLA should win a place among the favorites.

MIGHTY MAGIC, by Selden M. Loring (New York: Holiday House. \$2), tells how Jack sat on his old friend Granny Matten's doorstep, sad because she was losing her house for lack of money to pay the mortgage. It was the sunset hour, and as he began to beat his strange Indian drum that Granny had taken from her mantel where it had rested for many years and given to him, out of the woods came scores of Indians eager to recover their long-lost magic drum. The Indian chief succeeded in trading a curious whistle for the drum; and a blast on the whistle brought Blackbeard's pirates who were persuaded to show the hiding place of their buried treasure just in time to pay off the mortgage on the house; and Jack went home a happy little boy. It required fine imagination

**LENA  
BARKSDALE**



and a real gift for story-telling to combine magic and reality so successfully as the author has done in this book. Regrettable though it is, it seems a pity that the illustrations which border on the grotesque are not at all suggestive of its unusual quality.

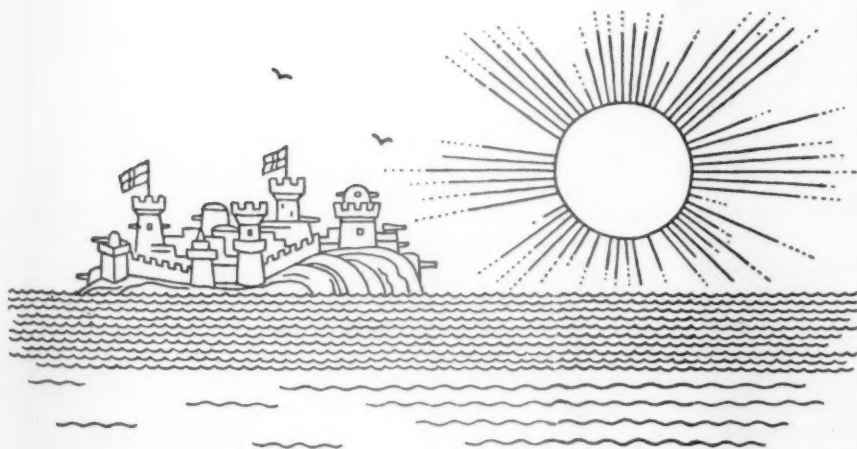
• • •

Perhaps if a child can, so to speak, get off on the right foot with mathematics when he is very young, he may remain on friendly terms with this trying subject when he grows older. This is a consummation devoutly to be wished for many of us, and it is to those that I especially recommend David Eugene Smith's *THE WONDERFUL WONDERS OF ONE-TWO-THREE* (New York: McFarlane, Warde, McFarlane, Inc. \$1). Mr. Smith tells where our numerals came from, and how the need to use numbers arose and grew with advancing civilization. He gives us a world-wide perspective on numbers, and writes so entrancingly on magic squares, magic circles, and curious sums that our fingers fairly itch for paper and pencil to put his suggestions to the test. No one can withstand the temptation long. Barbara Ives' charming drawings en-

hance the interest of the text as well as the beauty of the book.

• • •

A few lines are woefully insufficient space in which to comment on the *Rivers of America Series* just inaugurated with the publication of *KENNEBEC*, by Robert Tristram Coffin (New York: Farrar and Rinehart. \$2.50). It was Constance Lindsay Skinner's idea that the history of America should be retold as a folk saga through the stories of the rivers whose banks and fertile valleys nourished the first settlers, and whose shining streams lured adventurous spirits to exploration and homemaking farther inland. There will be no bare bones of history here, but the living tissue of the life of a people recorded by men and women who have the epic conception of their subject and the power to tell it in beautiful prose. Miss Skinner, editor of the *Rivers of America*, promises us literature as well as accurate history. Mr. Coffin fulfils the promise in *KENNEBEC*. As subsequent books appear the series will doubtless be adopted by high schools throughout the country to supplement the more formal American history textbooks.



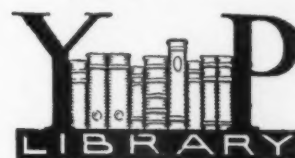
The charming sketches on these two pages were done by Boris Artzybasheff, for his book, *Seven Simeons*

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## CONCERNING CONTRIBUTORS

**I**N addition to her many fine novels and magazine articles, DOROTHY CANFIELD FISHER is well known for her articles on the rearing and education of children. *A Montessori Mother* and *Mothers and Children* have almost become classics in this field, and *Our Children*, which she edited with Sidonie M. Gruenberg a few years ago, is very widely used. Though she travels extensively in Europe, Mrs. Fisher has done practically all her writing in her Vermont home. It is only natural that the NATIONAL PARENT-TEACHER should be very proud to present her as the author of "Getting Acquainted with His World," the first article in the study course on "The Young Child in the Family," which is under the direction of Dr. Esther McGinnis.

Our readers need no introduction to DOROTHY BLAKE or to her delightful articles. She faces the problems of bringing up children with a fine combination of good common sense and a sense of humor. Just to remind you, she says she started working on the *Chicago Tribune* over twenty years ago, was married, has three delightful children and one delightful husband. She lives in Manhasset, Long Island, and writes for many national magazines. You will like "They Quarrel All the Time" as much as you have her other articles—and that means you will like it a lot.

For the last twelve years, HELEN BOTT has been in charge of the Parent Education Division at St. George's School for Child Study at the University of Toronto. She has just resigned that post to have more leisure for her family—which includes three daughters in their teens—and for some special research in education. At present she is collaborating with Dr. William Blatz on *The School Age Child* which they hope to publish before the end of the year. With her extensive knowledge of parents, children, and schools, Mrs. Bott is just the right author for "Approaching School," the first article in the study course on "The Child in School," which is under the direction of Dr. Ada Hart Arlitt.

It is probably from his seven years'

experience as counsellor of boys at East High School, Akron, Ohio, that L. C. TURNER has taken much that he has to say in "Vocational Guidance for Your Boy or Girl." At present Mr. Turner is executive assistant in charge of adult education for the Akron Board of Education and president of the Akron Teachers' Association.

From Knoxville, Tennessee, comes CLARA DEAN's article on "Manners Change with the Times." Miss Dean taught for ten years in Tennessee, Massachusetts, and New Jersey, in both public and private schools. In Massachusetts she had the responsibility of teacher by day and "house mother" for the younger children in the dormitory at night, which gave her some excellent ideas on the after-school manners of today's children.

KATHERINE B. JAYNES has served as secretary, vice-president, program chairman, and president of the Eugene Field Parent-Teacher Association in Chicago, where members of her family were among the early settlers. Her story, called "All the Parents," may well serve as the basis for a rewarding project in many parent-teacher associations throughout the country. It *can* happen here, although it didn't in the group Mrs. Jaynes writes about.

MARGARET HOUSE IRWIN's contribution this month takes up a number of things important to parents—and to everyone else, for that matter. From her long and scientific experience in the field of nutrition, Dr. Irwin has much of value to say in "Nutrition Shorts," in which a prominent pediatrician told us he found much that is "sound and interesting."

The article on children's books which LENA BARKSDALE wrote for us last year was so popular that the editors of the NATIONAL PARENT-TEACHER asked her to review books for children for the magazine each month. The first of the reviews appears in this issue. Miss Barksdale's experience with children's books has been long and varied and has included writing articles on the subject, acting as librarian, and serving as buyer of children's books in a large bookshop.

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